

## History Department Curriculum Map

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<b>Key Topic:</b>	What is History? An introduction to the key historical skills / concepts & Roman and Anglo-Saxon Britain – OCE to 1065CE	Church, State and Society in Medieval England – 1066CE to 1485CE	Church, State and Society in Medieval England – 1066CE to 1485CE	Changing beliefs in Tudor England – 1485CE to 1603CE	Changing beliefs in Tudor England – 1485CE to 1603CE & Crown and Parliament in Stuart England – 1603CE to 1708CE	Crown and Parliament in Stuart England – 1603CE to 1708CE
	<b>Students should know:</b>	<ul style="list-style-type: none"> <li>- Key historical concepts / methodology.</li> <li>- Causation of rise of the Roman Empire / invasion of Britain / failure of Boudicca's revolt / demise of the empire.</li> <li>- Consequence / changes brought by the Roman Empire.</li> <li>- Examples of change / continuity between Roman and Anglo-Saxon Britain.</li> <li>- Interpretations of Alfred the Great.</li> <li>- The narrative of the founding of England.</li> </ul>	<ul style="list-style-type: none"> <li>- The causes of the 1066 succession crisis.</li> <li>- Causation of William's victory at Hastings.</li> <li>- Consequence of William's conquest and his consolidation of power.</li> <li>- Development of society – the Feudal system.</li> <li>- The influence of the Medieval Church on politics / society.</li> <li>- The nature of conflict between monarch and Church with Henry II and Becket.</li> </ul>	<ul style="list-style-type: none"> <li>- The influence of the Church and religious conflict – the Crusades.</li> <li>- The development of legal rights with the Magna Carta.</li> <li>- Differing interpretations of conflict between England and Wales.</li> <li>- The consequences of the Black Death and the end of Feudalism / social change.</li> <li>- The challenges of normal people to state and society – the Peasant's Revolt.</li> <li>- Differing interpretations of Richard III.</li> </ul>	<ul style="list-style-type: none"> <li>- Challenges to authority, Henry VII's problems and how he solved them.</li> <li>- Conflict between monarch and Church.</li> <li>- Similarity / difference between the European and English Reformations.</li> <li>- Causation and consequence of the dissolution of the monasteries.</li> <li>- The evolution of the Church and change and continuity under Edward VI.</li> <li>- Differing interpretations of Mary I.</li> <li>- The life of Elizabeth I.</li> </ul>	<ul style="list-style-type: none"> <li>- The evolution of the Church and Elizabeth's middle way.</li> <li>- Causes of the victory over the Armada.</li> <li>- Differing interpretations of James I.</li> <li>- Challenges to authority, causes and narrative of the Gunpowder Plot.</li> <li>- Causes of witch hunts and the Pendle witches.</li> <li>- Conflict between monarch and parliament, long term causes of the English Civil War.</li> <li>- Conflict between monarch and parliament, long term causes of the English Civil War.</li> </ul>	<ul style="list-style-type: none"> <li>- Key battles and the outcome of the English Civil War.</li> <li>- Changing society, the impact of the Interregnum on England and differing interpretations of Cromwell.</li> <li>- Differing interpretations of the Restoration and the reestablishment of monarchy.</li> <li>- Founding the modern state and the consequences of the Glorious Revolution.</li> </ul>

<p><b>Students should be able to:</b></p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval <b>Objective 2</b> Explain cause and identify change and continuity. <b>Objective 3</b> Make inferences from sources <b>Objective 4</b> Identify different interpretations.</p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval <b>Objective 2</b> Develop more complex arguments on cause, explaining consequence and significance. <b>Objective 3</b> Source inferences and using sources to answer enquiries. <b>Objective 4</b> Identify, form and assess different interpretations of various types.</p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval <b>Objective 2</b> Develop more complex arguments on cause, explaining consequence and significance. <b>Objective 3</b> Source inference and using sources to answer enquiries. <b>Objective 4</b> Identify, form and assess different interpretations of various types.</p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval <b>Objective 2</b> Explain cause, consequence, significance, change and continuity through historical narratives. <b>Objective 3</b> Source inference and using sources to answer enquiries and begin to identify provenance. <b>Objective 4</b> Use source material to evaluate differing interpretations.</p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval <b>Objective 2</b> Explain multiple causes / consequences with reference to change, continuity and significance. <b>Objective 3</b> Source inference, identification of provenance and use material to answer enquiry questions. <b>Objective 4</b> Identify, form and assess different interpretations using own knowledge and source material.</p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval <b>Objective 2</b> Explain multiple causes / consequences with reference to change, continuity and significance. <b>Objective 3</b> Source inference, identification of provenance and use material to answer enquiry questions. <b>Objective 4</b> Identify, form and assess different interpretations using own knowledge and source material.</p>
<p><b>Assessment:</b></p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>
<p><b>Local history / additional reading:</b></p>	<p>- Heysham Head stone graves. - Lancaster Roman heritage trial.</p>	<p>- What does the Domesday Book tell us about Carnforth / Lancaster.</p>		<p>- Lancashire's involvement in the Reformation / Pilgrimage of Grace.</p>	<p>- Lancaster Castle witch trials.</p>	

<b>Year 8</b>	<b>Key Topic:</b>	Britain's role in the Transatlantic Slave Trade and the legacy of slavery – c.1492CE to c.1900CE.	The impact of change during the Industrial Revolution - 1700CE to 1900CE	Experiences of the British Empire c.1700CE to c.1945CE	World War One	World War One	World War Two
	<b>Students should know:</b>	<ul style="list-style-type: none"> <li>- Links between historical treatment of Africans and the current issues facing the UK and wider world.</li> <li>- Reasons for the beginning and development of the slave trade.</li> <li>- The experiences of enslaved Africans from capture to slave forts, the Middle Passage, auction and life on plantations.</li> <li>- Examples of slave rebellion and their successes / limitations.</li> <li>- The abolition movement and key abolitionists.</li> </ul>	<ul style="list-style-type: none"> <li>- The key elements of change during the Industrial Revolution.</li> <li>- The innovations of the Agricultural Revolution.</li> <li>- The innovations of the Cotton Industry.</li> <li>- The impact of industrialisation on cotton workers with a comparison to miners.</li> <li>- The impact of mass urbanisation and the living conditions in industrial towns.</li> <li>- Comparisons of the work of John Snow and Edwin Chadwick.</li> <li>- The changing transportation and its impact.</li> <li>- Positive consequences of the Industrial Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>- what the empire, was and its extent.</li> <li>- Why the empire grew at different points in time and in terms of differing geography.</li> <li>- different perspectives of the empire and its impact on its citizens.</li> <li>- the challenges made to the authority and control of the empire.</li> <li>- the lasting legacy of the empire.</li> </ul>	<ul style="list-style-type: none"> <li>- the long-term causes of WW1; militarism, alliances, imperialism and nationalism.</li> <li>- the assassination of Franz Ferdinand as a trigger for war.</li> <li>- the recruitment campaigns, conscription and conscientious objectors.</li> <li>- key features of trench warfare.</li> </ul>	<ul style="list-style-type: none"> <li>- the experiences of soldiers in WW1.</li> <li>- the plans versus the reality of the Battle of the Somme.</li> <li>- the historiography of WW1 and the 'lions led by donkeys' debate with a focus on Haig.</li> <li>- the key terms of the Treaty of Versailles and its lasting legacy.</li> </ul>	<ul style="list-style-type: none"> <li>- the causes of WW2.</li> <li>- differing interpretations of the evacuation of Dunkirk.</li> <li>- causes of the victory in the Battle of Britain and the impact of foreign pilots.</li> <li>- differing interpretations of the Blitz Spirit and why it is still used by politicians.</li> <li>- the gamble of Operation Barbarossa</li> <li>- the causes of USA involvement.</li> <li>- the personal experiences of soldiers during D-Day.</li> <li>- the debates about the use of the atomic bomb against Japan.</li> </ul>

<p><b>Students should be able to:</b></p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval <b>Objective 2</b> Explain cause, consequence, significance, change and continuity through historical narrative and extended argument. <b>Objective 3</b> Source inference, identification of provenance and using material to answer enquiry questions. <b>Objective 4</b> Forming different interpretations using own knowledge and source material.</p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval <b>Objective 2</b> Identify and explain similarity and difference in personal experiences. Evaluating significance. Write narratives. <b>Objective 3</b> Source inference, identification of provenance and using material to answer enquiry questions. <b>Objective 4</b> Forming different interpretations using own knowledge and source material.</p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval <b>Objective 2</b> Identifying and explaining similarity and difference in personal experiences. Evaluating short- and long-term consequence to reach historical judgments. <b>Objective 3</b> inference, using sources to answer enquiries, introduction to the testing the utility of sources based on provenance <b>Objective 4</b> Arguing for and against complex interpretations and introduction to writing convincing overall conclusions to highly debatable subject matter.</p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval <b>Objective 2</b> Explaining multiple and very complex causation. Assessing significance and overall impact of particular events and creating convincing arguments. <b>Objective 3</b> Making detailed evaluations of sources for a particular historical enquiry based on provenance, content and context. <b>Objective 4</b> Evaluating interpretations with an introduction and introducing changing historiography as a context for explaining why interpretations may differ.</p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval <b>Objective 2</b> Explaining multiple and very complex causation. Assessing significance and overall impact of particular events and creating convincing arguments. <b>Objective 3</b> Making detailed evaluations of sources for a particular historical enquiry based on provenance, content and context. <b>Objective 4</b> Evaluating interpretations with an introduction and introducing changing historiography as a context for explaining why interpretations may differ.</p>	<p><b>Objective 1</b> Knowledge retention and retrieval <b>Objective 2</b> Explaining multiple and complex causation and considering the significance of small events with reference to counter factualism. Explaining change and continuity between periods. <b>Objective 3</b> Making detailed evaluations of sources for a particular historical enquiry based on provenance, content and context. <b>Objective 4</b> Evaluating interpretations with and explaining why they may differ.</p>
<p><b>Assessment:</b></p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>
<p><b>Local history / additional reading:</b></p>	<p>- Lancaster slavery heritage walk. - The story behind Sambo's grave.</p>	<p>- The impact of the Industrial Revolution on Carnforth.</p>	<p>- Lancaster's connections to the British Empire</p>	<p>- Carnforth Poppy Trial.</p>		<p>How the war impacted different locations in Lancashire.</p>



<b>Year 9</b>	<b>Key topic:</b>	The American West (c.1840 to c.1900)	The American West (c.1840 to c.1900) & Russia and the development of the Communist State (1900 to 1953)	Russia and the development of the Communist State (1900 to 1953) & The USA (1919 to 1940), prohibition, gangsters and the Great Depression.	The USA (1919 to 1940), prohibition, gangsters and the Great Depression. & The rise of Hitler and Nazism and the development of the Holocaust	The rise of Hitler and Nazism and the development of the Holocaust & Terrorism in the twentieth century
	<b>Students should know:</b>	<ul style="list-style-type: none"> <li>- Key features of Plains Indian Society – chiefs / women / warriors / beliefs &amp; the significance of the buffalo to the Plains Indian way of life.</li> <li>- The main causes of migration West.</li> <li>- The challenges of and solutions to migration West with a case study on the Donner Party.</li> <li>- Key features and consequences of the Fort Laramie Treaty.</li> <li>- Specific examples of lawlessness, lawmen and outlaws.</li> <li>- The innovations of Illif, Goodnight-Loving and McCoy.</li> <li>- The long term and short term causes of tension for Plains Indians.</li> <li>- Case studies of Little Crow's War, Red Cloud's War and the Battle of the Little Big Horn.</li> </ul>	<ul style="list-style-type: none"> <li>- The differing interpretations of the extermination of the buffalo.</li> <li>- What the Ghost Dance was and its impact.</li> <li>- What life is like for modern day Native Americans.</li> <li>- Key features of Russian society in 1920s.</li> <li>- The key individuals in Russian society.</li> <li>- The impact of WW1 on Russia.</li> <li>- The problems facing the Provisional Government and it's (in)ability to deal with them.</li> <li>- The role of Lenin in the lead up to the October Revolution.</li> <li>- The events of the Civil War and causes of the Red's success.</li> <li>- Key features of the social / cultural / political changes made by Lenin.</li> </ul>	<ul style="list-style-type: none"> <li>- The causes of the rise of Stalin and his character.</li> <li>- The successes and failures of economic polices (5YPs / collectivisation).</li> <li>- Key features of the social / cultural / political changes made by Stalin.</li> <li>- Stalin's methods of control.</li> <li>- Key features of the 'roaring twenties'.</li> <li>- The causes of and support for Prohibition.</li> <li>- The consequences of Prohibition.</li> <li>- The changing social attitudes of the 20s.</li> <li>- Features of American reactionism and prejudice (Red Scare / immigration / African Americans)</li> <li>- The causes and the consequences of the Wall Street Crash.</li> <li>- Impact of the Great Depression.</li> </ul>	<ul style="list-style-type: none"> <li>- Key features of Roosevelt's New Deal</li> <li>- Impact and consequences of the New Deal.</li> <li>- The economic problems of 1920s</li> <li>- The growth of extremism and parties such as the NSDAP.</li> <li>- Key features of Stresemann's policies and social / cultural developments of the 1920s.</li> <li>- The economic, social and political impact of the Depression.</li> <li>- The growth of Nazism and the establishment of the Nazi dictatorship following the Reichstag fire.</li> <li>- The consolidation of Hitler's of power and the establishment of the terror state.</li> <li>- Key features of pre-war Jewish life.</li> </ul>	<ul style="list-style-type: none"> <li>- The early development of anti-Semitic policies (propaganda, boycotts, education).</li> <li>- The later development of anti-Semitic policies (Kristallnacht, emigration, ghettos).</li> <li>- The development of the Final Solution (einsatzgruppen, camps and Wannsee).</li> <li>- Liberation and outcomes of the Nuremberg trials.</li> <li>- Definitions of terrorist and freedom fighter.</li> <li>- Examples of historic (pre-twentieth century terrorism).</li> <li>- An understanding of the different types of terrorism in the world today.</li> </ul>



	<p><b>Students should be able to:</b></p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval</p> <p><b>Objective 2</b> Explain, argue, evaluate, assess and analyse historical events and periods using second order historical concepts.</p> <p><b>Objective 3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p><b>Objective 4</b> Analyse, evaluate and make substantiated judgements about interpretations</p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval</p> <p><b>Objective 2</b> Explain, argue, evaluate, assess and analyse historical events and periods using second order historical concepts.</p> <p><b>Objective 3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p><b>Objective 4</b> Analyse, evaluate and make substantiated judgements about interpretations</p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval</p> <p><b>Objective 2</b> Explain, argue, evaluate, assess and analyse historical events and periods using second order historical concepts.</p> <p><b>Objective 3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p><b>Objective 4</b> Analyse, evaluate and make substantiated judgements about interpretations</p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval</p> <p><b>Objective 2</b> Explain, argue, evaluate, assess and analyse historical events and periods using second order historical concepts.</p> <p><b>Objective 3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p><b>Objective 4</b> Analyse, evaluate and make substantiated judgements about interpretations</p>	<p><b>Objective 1</b> Demonstrate knowledge retention and retrieval</p> <p><b>Objective 2</b> Explain, argue, evaluate, assess and analyse historical events and periods using second order historical concepts.</p> <p><b>Objective 3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p><b>Objective 4</b> Analyse, evaluate and make substantiated judgements about interpretations</p>
	<p><b>Assessment:</b></p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>
	<p><b>Local history / additional reading:</b></p>	<p>The American West by Dee Brown</p>	<p>The Family Romanov: Murder, Rebellion, and the Fall of Imperial Russia: Murder, Rebellion &amp; the Fall of Imperial Russia by Candace Fleming</p>	<p>The Great Gatsby by F. Scott Fitzgerald.</p> <p>Of Mice and Men by John Steinbeck</p>	<p>From Belsen to Buckingham Palace by Paul Oppenheimer.</p>	

<b>Year 10</b>	<b>Key topic:</b>	<i>Superpower relations and the Cold War, 1941-91</i> <b>Key Topic 1:</b> The Origins of the Cold War <b>Key Topic 2:</b> Cold War crisis, 1958-70	<i>Superpower relations and the Cold War, 1941-91</i> <b>Key Topic 3:</b> the end of the Cold War, 1970-91	<i>The USA, 1954-1975: conflict at home and abroad</i> <b>Key Topic 1:</b> The development of the Civil Rights Movement 1954-60	<i>The USA, 1954-1975: conflict at home and abroad</i> <b>Key Topic 2:</b> Protest, Progress and radicalism, 1960-75	<i>The USA, 1954-1975: conflict at home and abroad</i> <b>Key Topic 3:</b> US involvement in the Vietnam War, 1954-75	<i>The USA, 1954-1975: conflict at home and abroad</i> <b>Key Topic 4:</b> Reactions to, and the end of, US involvement in Vietnam 1964-75
	<b>Key knowledge:</b>	<ul style="list-style-type: none"> <li>- Early relations between East and West and the outcomes of the wartime conferences.</li> <li>- The deterioration of relations and the establishment of the Truman Doctrine / Marshall Plan.</li> <li>- The intensification of the Cold War and the Berlin Crisis of 1948 and Hungarian Uprising of 1956.</li> <li>- Increase of tensions in Europe and the establishment and consequences of the Berlin Wall.</li> </ul>	<ul style="list-style-type: none"> <li>- Wider world tensions and the causes and consequences of the Cuban Missile Crisis.</li> <li>- The Prague Spring and the Brezhnev Doctrine.</li> <li>- The key features and agreements of Détente.</li> <li>- The causes and consequences of the Soviet invasion of Afghanistan (1979).</li> <li>- The deterioration of relations under Reagan.</li> <li>- Gorbachev's new thinking (Glasnost and Perestroika).</li> <li>- The end of the Cold War and collapse of the Soviet Union.</li> </ul>	<ul style="list-style-type: none"> <li>- Key features of segregation and discrimination in the southern USA.</li> <li>- The impact of the murder of Emmett Till.</li> <li>- Progress in education; Brown Vs Topeka and Little Rock.</li> <li>- The causes, events and consequences of the Montgomery Bus Boycott.</li> <li>- The rise and significance of Martin Luther King.</li> <li>- The opposition to the civil right movement; KKK, Dixiecrats and White Citizen Councils.</li> </ul>	<ul style="list-style-type: none"> <li>- The continuation of peaceful protest; Greensboro Sit Ins.</li> <li>- The impact of violence against the freedom riders.</li> <li>- The reaction to protest in Birmingham and its consequences.</li> <li>- Presidential support and key legislation.</li> <li>- The rise of Black Power with a focus on Malcolm X, Stokely Carmichael and the Black Panthers.</li> <li>- The riots of 65-67 and the findings of the Kerner report.</li> <li>- The assassination of MLK and its impact.</li> </ul>	<ul style="list-style-type: none"> <li>- Key features of Vietnam under French control.</li> <li>- The causes of the outcome of the Battle of Dien Bien Phu.</li> <li>- The limited war of President Eisenhower.</li> <li>- The Strategic Hamlets of President Kennedy.</li> <li>- The Gulf of Tonkin incident and the escalation of the conflict.</li> <li>- The nature of the war in Vietnam; Vietcong tactics, US tactics and the morale / commitment of both.</li> </ul>	<ul style="list-style-type: none"> <li>- The various strategies of President Nixon.</li> <li>- The causes of the growth of opposition to the war.</li> <li>- Atrocities at home and abroad; Kent State and My Lai.</li> <li>- Continued support for the war and the silent majority.</li> <li>- Reasons for and features of the peace process.</li> <li>- The economic / human cost of the war.</li> <li>- Case study: reasons for the US failure in Vietnam.</li> </ul>
	<b>Key skills:</b>	<b>AO1</b> knowledge <b>AO2</b> cause, consequence, continuity, change, significance, similarity and difference	<b>AO1</b> knowledge <b>AO2</b> cause, consequence, continuity, change, significance, similarity and difference	<b>AO1</b> knowledge <b>AO2</b> cause, consequence, continuity, change, significance, similarity and difference. <b>AO3</b> source analysis, <b>AO4</b> judging different interpretations.	<b>AO1</b> knowledge <b>AO2</b> cause, consequence, continuity, change, significance, similarity and difference. <b>AO3</b> source analysis, <b>AO4</b> judging different interpretations.	<b>AO1</b> knowledge, <b>AO2</b> cause, consequence, continuity, change, significance, similarity and difference. <b>AO3</b> source analysis, <b>AO4</b> judging different interpretations	<b>AO1</b> knowledge, <b>AO2</b> cause, consequence, continuity, change, significance, similarity and difference. <b>AO3</b> source analysis, <b>AO4</b> judging different interpretations.







Year 11	<p><b>Key topic:</b></p> <p><i>Anglo Saxon and Norman England 1060-88</i></p> <p><b>Key Topic 1:</b> Anglo Saxon England and the Norman conquest 1060-66.</p> <p><b>Key Topic 2:</b> William I in power: securing the kingdom, 1066-87</p>	<p><i>Anglo Saxon and Norman England 1060-88</i></p> <p><b>Key Topic 3:</b> Norman England, 1066-88</p>	<p><i>Crime and Punishment in Britain, c1000 – present</i></p> <p><b>Key Topic 1:</b> c. 1000-1500: Crime and Punishment in Medieval England</p> <p><b>Key Topic 2:</b> c. 1500-1700: Crime and Punishment in Early Modern England</p> <p><b>Key Topic 3:</b> c. 1700-1900: Crime and Punishment in 18<sup>th</sup> and 19<sup>th</sup> century Britain</p>	<p><i>Crime and Punishment in Britain, c1000 – present</i></p> <p><b>Key Topic 4:</b> c. 1900 – present: Crime and Punishment in Modern Britain</p> <p><b>The historic environment.</b> Whitechapel, c.1870-1900 crime policing and the inner city.</p>	<p>Revision and preparation for summer examination.</p>	
	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>- Key features of Anglo-Saxon society.</li> <li>- Causes of the power of the Godwin family.</li> <li>- The causes of the succession crisis of 1066.</li> <li>- Causes, key events and outcomes of the battles of Gate Fulford, Stamford Bridge and Hastings.</li> <li>- William’s methods to establish control of England.</li> <li>- The causes and outcomes of Anglo-Saxon rebellions.</li> </ul>	<ul style="list-style-type: none"> <li>- William’s methods of extending control; Harrying of the North, landownership and royal power.</li> <li>- The causes and outcomes of the Revolt of the Earls.</li> <li>- The establishment of the Feudal system and changes to the Church.</li> <li>- Changes to the governance and laws of England.</li> <li>- The significance of Bishop Odo.</li> <li>- The succession crisis of 1088.</li> </ul>	<ul style="list-style-type: none"> <li>- Examples of crimes, law enforcement and punishment in Medieval England.</li> <li>- The influence of the Church on crime and punishment.</li> <li>- Examples of crimes, law enforcement and punishment in Early Modern England.</li> <li>- Key features of the Gunpowder Plot.</li> <li>- Case study into the causes of witch hunts.</li> <li>- Examples of crimes, law enforcement and punishment in Industrial England.</li> <li>- The Tolpuddle martyrs.</li> <li>- The work of Sir Robert Peel.</li> <li>- The growth of prisons.</li> </ul>	<ul style="list-style-type: none"> <li>- Examples of crimes, law enforcement and punishment in Medieval England.</li> <li>- The causes of the abolition of the death penalty – focus on high profile cases.</li> <li>- The treatment of conscientious objectors in WW1 / WW2.</li> <li>- The local context of Whitechapel and the links between environment and crime.</li> <li>- Organisation of policing in Whitechapel.</li> <li>- The murders of Jack the Ripper and the flaws / limitations of the subsequent investigation.</li> </ul>	<p>All Year 10 / 11 knowledge.</p>	

