

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 OCR Entry Level	Medieval Britain c. 1250–1500 Crime and Punishment	Early Modern Britain c. 1500–1750 Crime and Punishment	Industrial Britain c. 1750–1900 Crime and Punishment	Britain since c. 1900 Crime and Punishment	Germany 1925–33 Germany 1925–55	Germany 1933–39 Germany 1925–55
Knowledge & Skills	<p>Knowledge : Demonstrate knowledge and understanding of the key features and characteristics of Crime and Punishment in medieval Britain</p> <p>Themes: Features of medieval Britain. Crime and Criminals. Enforcing law and order. Punishing offenders.</p> <p>Skills : Causation, consequence and significance, change and continuity over time. Analyse,</p>	<p>Knowledge : Demonstrate knowledge and understanding of the key features and characteristics of Crime and Punishment in Early Modern Britain</p> <p>Themes: Overview of major religious, political and social changes. Changing nature of crime including witchcraft. Enforcing law and order. Changes in Punishment including the ‘bloody code’</p>	<p>Knowledge : Demonstrate knowledge and understanding of the key features and characteristics of Crime and Punishment in Industrial Britain</p> <p>Themes: An overview of urbanisation and political change. Crime and Criminals including the increase in crime. Introduction of the police force. Changes in punishment.</p> <p>Skills : Causation, consequence and</p>	<p>Knowledge : Demonstrate knowledge and understanding of the key features and characteristics of Crime and Punishment in Britain since c.1900</p> <p>Themes: Overview of technological, social and political changes. Changes in crime rate and types of crime. Changes in law enforcement including technology. Changes in punishment including the abolition of capital punishment</p>	<p>Knowledge : Demonstrate knowledge and understanding of the key features and characteristics of Germany 1925–33</p> <p>Themes: Successes and failures of Weimar Germany. Impact of the depression. Rise of the Nazis and reasons for Hitler becoming Chancellor.</p> <p>Skills : Analyse, evaluate and use sources (contemporary to the period) to make substantiated</p>	<p>Knowledge : Demonstrate knowledge and understanding of the key features and characteristics of Germany 1933 - 39</p> <p>Themes: Actions of the Nazis in government, e.g. Night of the Long Knives in establishing dictatorship. Education, women, children and everyday life. Opposition to the Nazis and increased persecution of minorities.</p>

	<p>evaluate and use source material</p> <p>Links to previous learning: KS3 establishing Britain (Y7)</p>	<p>Skills : Causation, consequence and significance, change and continuity over time. Analyse, evaluate and use source material</p> <p>Links to previous learning: Tudors Y7/Y8. English civil war.</p>	<p>significance, change and continuity over time. Analyse, evaluate and use source material</p> <p>Links to previous learning: Industrial revolution. Social reform in Industrial Britain (Y8)</p>	<p>Skills : Causation, consequence and significance, change and continuity over time. Analyse, evaluate and use source material</p> <p>Links to previous learning: Y9 topics</p>	<p>judgements. Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ).</p> <p>Links to previous learning: Y9 topics</p>	<p>Skills : Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements. Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ).</p> <p>Links to previous learning: Y9 topics</p>
Assessment	<p>Focus 5 (5 minute retrieval at the start of the lesson from previous lesson). Weekly retrieval sheet.</p> <p>Substantive knowledge - What explains the puzzling nature of medieval</p>	<p>Focus 5 (5 minute retrieval at the start of the lesson from previous lesson). Weekly retrieval sheet.</p> <p>Substantive knowledge - Did crime and punishment change significantly</p>	<p>Focus 5 (5 minute retrieval at the start of the lesson from previous lesson). Weekly retrieval sheet.</p> <p>Substantive knowledge - Why was there so much change in crime, policing and</p>	<p>Focus 5 (5 minute retrieval at the start of the lesson from previous lesson). Weekly retrieval sheet.</p> <p>Substantive knowledge - How great an impact has modernisation had on crime and</p>	<p>Focus 5 (5 minute retrieval at the start of the lesson from previous lesson). Weekly retrieval sheet.</p> <p>Substantive knowledge – How was Hitler able to rise to power?</p>	<p>Focus 5 (5 minute retrieval at the start of the lesson from previous lesson). Weekly retrieval sheet.</p> <p>Substantive knowledge – How was dictatorship established?</p>

	<p>crime and punishment?</p> <p>Disciplinary knowledge - interpretations/Causation</p> <p>GCSE exam-style questions – in class</p> <p>The end of the unit exam</p>	<p>during the Early Modern Period?</p> <p>Disciplinary knowledge - Significance, source analysis, change and continuity</p> <p>GCSE exam-style questions – in class</p> <p>The end of the unit exam</p>	<p>punishment, 1750-1900?</p> <p>Disciplinary knowledge - interpretations/Causation, change and continuity</p> <p>GCSE exam-style questions – in class</p> <p>The end of the unit exam</p>	<p>punishment from 1900?</p> <p>Disciplinary knowledge - Significance, source analysis</p> <p>GCSE exam-style questions – in class</p> <p>The end of the unit exam</p>	<p>Disciplinary knowledge - interpretations/Causation</p> <p>GCSE exam-style questions – in class</p> <p>The end of the unit exam</p>	<p>Disciplinary knowledge - Significance, source analysis</p> <p>GCSE exam-style questions – in class</p> <p>The end of the unit exam</p>
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