

GCSE History

Students who opt for History GCSE will start by studying 'Crime and Punishment, 1250-Present day'. We start with this unit because as a thematic 800-year study it provides a backdrop against which the other units can be given historical context. It also revisits the time periods covered in Year 7 and 8. The social theme also offers a chance to reinforce some of the concepts that will provide a grounding for the units with more 'alien' themes. The second unit is the 'History Around Us' Ludlow Castle topic. This fits in with the change over time nature of the Crime unit and covers a similar time period, offering chances to reinforce the pace and nature of social change over the chronological range. We then move onto 'The Elizabethans', a depth study for which the exam is largely interpretation based. Their learning is supported by reference back to the time period already covered twice, so familiarity with the nature of society at the time is intended as a 'buffer' to allow them to focus on the distinctive skills required for the exam. The last unit covered in Year 10 is 'Living under Nazi Rule'. This is a source-based depth study and the reason for placing it here is to allow time to revisit and reinforce the source skills involved periodically before the end of Year 11, as well as to reinforce the learning from Year 9 before too long a gap. We leave the 'Making of the USA' unit until last because it is content heavy, with a wide-range of demanding conceptual knowledge required, being best suited to Year 11 students. Also, the exam technique is identical to the Crime and Punishment unit so is less urgent to cover earlier in the course in that regard.

Crime and Punishment: c1250-present day (Yr 9 summer term) (18-22 lessons)

Curriculum goal – Students will understand how changes in politics, religion, society and technology led to the evolution of crime, law enforcement and punishment.

Students will:

- Categorise ways in which society changed in phases across the 800 year period
- Know that perceptions of crime and methods of law enforcement changed in relation to the nature of society, beliefs and technology of each period
- Compare how different periods saw varying degrees of change and continuity in punishments
- Apply their knowledge creatively to reinforce understanding of new learning

Key vocabulary and concepts:

Generic - sheriff, constable, Justices of the Peace (JPs), trial, assizes, jury, punishment, rehabilitation, deterrence, retribution, change and continuity, execution, petty crime and felony, arson, forgery, treason, homicide, burglary, larceny, fraud, humiliation, capital punishment, corporal punishment

Medieval – manor court, heresy, vagrancy, pillory, stocks, sanctuary, hue and cry

Early Modern - Puritans, vagabond, moral crime, smuggling, highwayman, petty sessions, bridewell, Bloody Code, hard labour, transportation

Industrial era - Enlightenment, white-collar crime, Bow Street Runners, magistrate, Metropolitan Police, detective, prosecution, witnesses, transportation, prison reform, separate system, silent system, treadmill

C20 + - consumer society, car crime, football hooliganism, hate crimes, cybercrime, drug crime, corruption, community policing, DNA, surveillance, crown courts, juvenile courts, Crown Prosecution Service, abolition, borstals, Probation Service, parole, Community Service Order, Victim's Personal Statement

Assessment: End of section exam work for each of the four chronological sections.

History Around Us (Ludlow Castle) (Yr10 autumn term)

Curriculum goal – Students will understand the reasons for and nature of changes in the role of Ludlow Castle since the Norman Conquest.

Students will:

- Describe why Ludlow Castle's site was chosen
- Know how and why the purpose and use of the site has changed over time
- Be able to relate events involving Ludlow to the wider context of British history
- Compare Ludlow Castle to other similar sites (Chepstow, Wigmore, Goodrich)

Key vocabulary and concepts: Norman fortress, fortified palace, administrative centre, romantic ruin, baron, castellan, inner- and outer- bailey, keep / Great Tower, curtain wall, solar block, garderobe tower, accommodation, domestic, Glorious Revolution, decay,

Assessment: Exam-style essay questions for each of the four chronological sections.

The Elizabethans: 1580-1603 (Yr 10 spring term)

Curriculum goal – Students will learn about the nature of Elizabethan society and politics, and how religion and culture changed the nature of life.

Students will:

- Interpret how effectively Elizabeth maintained the loyalty of her people
- Describe how Elizabeth managed religious tension between Catholics and Protestants
- Explain how life was different for the labouring poor, middling sort and gentry
- Describe how culture changed regarding art, theatre, witchcraft and calendar customs
- Make a judgement on the success of Elizabethan adventurers

Key vocabulary and concepts:

Generic: interpretation,

Elizabeth's Power: patronage, court and courtiers, Privy Council, Privy Chamber, Secretary of State, Parliament, propaganda, censorship, progresses and pageants,

Catholic Threat: Catholic, Protestant, Act of Uniformity, Act of Supremacy, Puritan, conformer, recusant, Jesuits, excommunication, Spanish Armada,

Society: gentry, middling sort, labouring poor, poverty, settled poor, vagrant poor, impotent poor, able-bodied poor, vagabonds, Poor Law,

Culture: Merry England, 'high' culture, popular culture, calendar customs, witchcraft, persecution, puritan concerns and godly communities,

Adventurers: colonisation, East India Company,

Assessment: Exam-style interpretation and essay questions for each of the five sections of content

Living Under Nazi Rule: 1933-1945 (Year 10 summer term)

Curriculum goal – Students will understand how life changed for the German people under the Nazi dictatorship, and how the Second World War impacted on Germany and the countries it occupied.

Students will:

- Explain how Hitler consolidated his power between January 1933 and August 1934
- Describe how the Nazis made it difficult for opponents to resist the regime
- Identify how life changed for women, youth, workers and the Jews by 1939
- Know how the Nazis managed public morale and the economy after 1939
- Describe how wartime occupation varied for different countries
- Make inferences about how the war resulted in the Final Solution

Key vocabulary and concepts: National Socialist; Nationalism; Aryan; Fuhrer; Treaty of Versailles; Lebensraum; anti-Semitism; Untermenschen; Aryan; Reichstag; decree; trade unions; SA; SS; SD; Gestapo; People's Court; concentration camp; Edelweiss Pirates; indoctrination; discrimination; industrial workers; conscription; re-armament; DAF; Strength Through Joy; Kristallnacht; war economy; passive resistance; total war; Volksturm; occupation; Slavs; Holocaust; persecution; emigration; ghettos; Einsatzgruppen; Final Solution; Auschwitz; genocide; collaboration; accommodation; resistance;

Assessment: Exam-style source and essay questions for each of the five sections of content

The Making of America: 1789-1900 (Yr11 autumn term)

Curriculum goal – Students will understand how, despite severe geographical, political and racial tensions, the USA developed into a leading industrial nation by 1900.

Students will:

- Describe how tension grew between northern and southern states, and between the USA and eastern tribes between 1789 and 1839 as the USA began to expand westwards
- Explain how white settlers, the Mormons, plains tribes and gold miners had differing visions of the West between 1839 and 1860
- Identify the causes of, key events, and aftermath of the Civil War (including Reconstruction)
- Describe why the Indian tribes of the Great Plains were pushed into conflict and defeated between 1861 and 1877
- Explain how life changed for Native Americans and African Americans by 1900
- Describe how the development of cities and big business impacted upon life for Americans between 1877 and 1900

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Key vocabulary and concepts:

Generic: President, Constitution, Congress, Supreme Court, states, territories, North, South, East, West, frontier, Great Plains, Rocky Mountains,

Expansion 1789-1839: slavery, plantations, North and South, Cotton Kingdom, Louisiana Purchase, Missouri Compromise (1820), abolition, vision, expulsion, President Jackson, Indian Removal Act (1830), reservations, Cherokee, Trail of Tears

Visions of the West 1839-61: Black Hills of Dakota, Lakota Sioux, tipi, Great Spirit - Wakan Tanka, tribe, buffalo, nomadic, migrant, Manifest Destiny, Mormons, Brigham Young, Salt Lake City, gold rush, Sierra Nevada, Pike's Peak,

Civil War 1861-77: civil war, Bleeding Kansas, Republican Party, Confederacy, President Lincoln, Emancipation Proclamation, Reconstruction, Freedmen's Bureau, President Johnson, Black Codes, 13th-15th Amendments; share croppers,

Settlement and Conflict on the Plains 1861-77: trans-continental railway, cattle ranching, cowboys, homesteaders, Sandcreek Massacre, Great Sioux War, Battle of the Little Bighorn, Colonel Custer, Sitting Bull, buffalo, Dawes Plan, Ghost Dance, Battle of Wounded Knee,

Changing life 1877-1900: Exodusters, Booker T Washington, Jim Crow Laws, Plessy vs Ferguson, Ku Klux Klan, Corporations, Pullman Railroad Car Company, bonanza farms, urbanisation – growth of Chicago, immigration – Ellis Island, American Protective Society, Chinese Exclusion Act,

Assessment: Exam-style knowledge questions and essays on each of the five sections of content

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