

Y9 History Summer Term Plan

W/B	Crime and Punishment 1250-C21: Lessons - (Will depend on whether group has 2 or 3 lessons per week)	Key learning points
20/4	<ol style="list-style-type: none"> 1. What was the nature of Industrial Era society 1750-1900? 2. How far did crime change 1750-1900? 3. Was there really a revolution in law enforcement 1750-1900 	<ol style="list-style-type: none"> 1. Enlightenment thinking; rapid urbanisation; growing democracy. 2. Crime trends and patterns linked to economic change. 3. Bow St Runners; Metropolitan Police; Detectives.
27/4	<ol style="list-style-type: none"> 1. How did punishments change in the Industrial Era 1750-1900? 2. Industrial Era review and exam work 3. What is the nature of Modern Age society 1900-present? 	<ol style="list-style-type: none"> 1. Transportation; the long drop; prison laws; reformers; separate and silent systems. 2. Revise and reinforce knowledge and understanding of the unit, using the revision notes and resources provided. + Practice exam technique for Qu 2 3. Change or continuity since 1900 - Transport and communications technology; increase in democracy and women's rights; Human Rights.
4/5	<ol style="list-style-type: none"> 1. What were the biggest changes in C20 crime? 2. How far did law enforcement change in the C20? 3. What can we learn from changes to C20 punishment? 	<ol style="list-style-type: none"> 1. Trends and patterns in the nature of crime - car crime; drugs; race and hate crimes; football hooliganism; online fraud. 2. 1950s Golden Age of policing; drop in trust misuse of power and corruption cases (Hillsborough); use of technology – DNA; Courts Act 1971) 3. End of corporal and capital punishment; Patterson reforms – moving towards rehabilitation; over-crowded prisons and alternatives – probation service
11/5	<ol style="list-style-type: none"> 1. C20 review and exam work 2. Over-view revision 3. Exam technique + revision 	<ol style="list-style-type: none"> 1. Revise and reinforce knowledge and understanding of the unit, using the revision notes and resources provided. + Practice exam technique for Qu 3 2. Fill out the 1250-C21 overview grid 3. Using selected content to practice essay question technique
18/5	<ol style="list-style-type: none"> 1. C+P exam 2. & 3. Make a Crime and Punishment board game 	<ol style="list-style-type: none"> 1. Timed end of unit exam in realistic conditions. 2. & 3. Students have an opportunity to apply their creative skills to make a 'fun' revision resource.
25/5	Half Term	
1/6	<p style="color: red;">New unit – The Elizabethans c1580-1603</p> <ol style="list-style-type: none"> 1. Intro – who were the Elizabethans 2. How did Elizabeth control her court #1 3. Control of the Court #2 	<ol style="list-style-type: none"> 1. Initial chance to explore the key issues and personalities involved in this unit. 2. Court life; use of patronage; Privy Council 3. Secretaries of State; Earl of Essex rebellion
8/6	<ol style="list-style-type: none"> 1. How did Elizabeth control Parliament? 2. Why did the people love Elizabeth? #1 3. People / propaganda #2 	<ol style="list-style-type: none"> 1. Relationship with Puritan MPs; Compromise and punishment / John Stubbs; use of monopolies. 2. Role of the gentry – JPs, royal progresses 3. Propaganda – pageants; portraits, the Church and censorship
15/6	<ol style="list-style-type: none"> 1.&2. Review Elizabeth's power and exam work 3. How did Elizabeth deal with the secret priests? 	<ol style="list-style-type: none"> 1.&2. Revise and reinforce knowledge and understanding of the unit, using the revision notes and resources provided. + Practice exam technique for Qu 6 3. Acts of Uniformity and Supremacy (1559); Seminary and Jesuit priests (Persons and Campion)
22/6	<ol style="list-style-type: none"> 1. How tough was it being a Catholic? 2. Was Mary Queen of Scots really a threat? 	<ol style="list-style-type: none"> 1. Elizabeth's anti-Catholic laws; treatment of recusants; propaganda wars; the Bloody Question. 2. Throckmorton Plot and the Bond of Association; Spies and the Babbington Plot; 3. The Spanish threat; role of Drake – myth and reality.

	3. How was the Spanish Armada defeated?	
29/6	<ol style="list-style-type: none"> 1. Review The Catholic Threat 2. Exam skills practice 3. What were Elizabethan families like? 	<ol style="list-style-type: none"> 1.&2. Revise and reinforce knowledge and understanding of the unit, using the revision notes and resources provided. + Practice exam technique for Qu 7 3. 'Typical' marriages, family size and kin.
6/7	<ol style="list-style-type: none"> 1. How different was life for the rich and poor? 2. Did Elizabeth help the poor? 3. Review Elizabethan society 	<ol style="list-style-type: none"> 1. Comparison of labouring poor, middling sort and gentry – homes, food and work/wealth 2. Vagrancy; Categorising the poor; Local solutions (York); The Poor Laws (1601) 3. Revise and reinforce knowledge and understanding of the unit, using the revision notes and resources provided. + Practice exam technique for Qu 8/9
13/7	<ol style="list-style-type: none"> 1. Was it a golden age for culture? 2. What was behind the witch craze? 3. How popular were the theatres? 	<ol style="list-style-type: none"> 1. High culture – Hilliard, Talis and Shakespeare; Decline in popular pastimes – Puritan concerns. 2. Magic and tradition; Puritan influence; community nature of 'outbreaks' 3. London's Bankside; Puritan opposition.