

## YEAR 9 HISTORY

<b>YEAR 9 History INTENT</b>	In Year 9 begin by re-evaluating the fundamentals of Historical studies through an in-depth look at key skills and their implementation across the year and into year 10 and 11. Students will then begin their study of Crime and Punishment (Edexcel 9-1) which covers the development of Britain's law in the last millennium, giving them an understanding of what has shaped their laws and rights today. Students will develop their historical skills in explaining significance and causation, change/continuity and the use of primary source material.
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<b>Exam Information (Y10-11)</b>	<b>Board:</b>	<b>Edexcel History 9-1</b>
	<b>Qualification:</b>	<b>GCSE</b>
	<b>Website link to specification/resources:</b>	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a>

Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1
Who founded Britain?	Medieval Crime and Punishment	Early Modern Crime and Punishment.	Crime and Punishment in Industrial Britain	Crime and Punishment in Modern Britain 1900-Present	Life in Nazi Germany and the Holocaust
<p>Mini Topic: A chronological understanding of the foundation of Britain. Students will develop their contextual knowledge of Bronze Age to Saxon, their chronological understanding and their core History Skills.</p> <ul style="list-style-type: none"> <li>Pagan Britain – the Avebury stones and Stone Henge</li> <li>Celtic immigration, culture and resistance to Roman rule</li> <li>Roman Britain changes to Britain</li> <li>Saxon Britain invasion and changes.</li> </ul>	<p>What was Saxon Crime, Punishment Law and Order like? (while developing concepts of Crime, Punishment, Law and Order)</p> <p>How far was the Middle Ages Bloody and Thoughtless?</p> <p>looking at key developments to punishment, law and order 1000-1500</p> <p>Why did Law and Order change in 1066?</p> <p>How did the Church impact Crime and Punishment?</p> <p>Why were there improvements to law and order in the Later Middle Ages?</p>	<p>The changing nature of crime in the Early Modern Period including new crimes such as vagrancy, heresy and witch craft along with the reasons for their increase.</p> <p>Case studies on the Gun Power Plot and Witchcraft</p> <p>Developments in punishment – the Bloody Code and Transportation</p> <p>Developments in policing – Watchmen and Constables</p>	<p>The changing nature of crime in the Industrial Period such as petty theft, Smuggling, Highway Robbery and Protest with the reasons for their increase.</p> <p>Case studies on Pentonville Prison and Sir Robert Peel</p> <p>Developments in punishment – the creation of a prison system and it's development 1700-1900.</p> <p>Developments in policing – the creation of a police force in 1829.</p>	<p>Developments in Crime 1900-Present</p> <p>Including Race Relations Act, Hate Crimes, Domestic Violence, Terrorism and Homophobia</p> <p>Developments in Punishment including the treatment of young offenders and developments to the prison system.</p> <p>Developments in Policing Including the CID, forensics, surveillance, and specialized units.</p>	<p>How did Hitler come to power?</p> <p>How did Hitler control Germany?</p> <p>What was life like in Nazi Germany?</p> <p>What was life like in Germany during World War II?</p> <p>What was the Holocaust?</p> <p>How was the Holocaust resisted?</p> <p>How can we remember the Holocaust?</p>
<p>Can do statement 3 (M): I can use subject specific vocabulary to describe events from the past in detail dates and terms are used accurately. I can place events in chronological order and identify different time periods, their associated dates and the associated vocabulary whilst describing changes and continuities in detail.</p> <p>Can do statement 2 (S): I can use subject specific vocabulary to describe events from the past in</p>	<p>Can do statement 3 (M): I can use subject specific vocabulary to describe events from the past in detail dates and terms are used accurately. I can place events in chronological order and identify different time periods, their associated dates and the associated vocabulary whilst describing changes and continuities in detail.</p> <p>Can do statement 2 (S): I can use subject specific vocabulary to describe events from the past in</p>	<p>Can do statement 3 (M): I can use a wide range of information which is selected, organised and used to produce thorough descriptions of change and continuity between 1000-1700 and of the significance of key individuals and events.</p> <p>Can do statement 2 (S): I can use subject specific vocabulary to describe events of the Early Modern Period in detail along with change and continuity 1000-1700 and significant individuals and events.</p>	<p>Can do statement 3 (M): I can use a wide range of information to produce thorough descriptions of change and continuity between 1000-1900. I can select quotes from source material and I can make suggestions about the utility of differing sources using my knowledge of the historical context.</p> <p>Can do statement 2 (S): I can use subject specific vocabulary to describe events of the Industrial Period in detail along with change and continuity 1000-1900. I am able to select quotes from source material</p>	<p>Can do statement 3 (M): I can use a wide range of information which is selected, organised and used to produce thorough descriptions of change and continuity between 1000-1700 and of the significance of key individuals and events.</p> <p>Can do statement 2 (S): I can use subject specific vocabulary to describe events of the Early Modern Period in detail along with change and continuity 1000-</p>	<p>Can do statement 3 (M): I can explain the causes of events, and the significance of key events, using in depth knowledge to justify my views.</p> <p>Can do statement 2 (S): I can describe the causes of events and which events I feel are the most significant using detailed knowledge to justify my view</p> <p>Can do statement 2 (D): I can identify the causes of events and which events are</p>

<p>increasing detail. I can place events into chronological order using time periods like 'Dark Ages' 'Bronze Age' and describe changes and continuities between periods.</p> <p>Can do statement 2 (D): I can use subject specific vocabulary to describe events from the past. I can identify time periods e.g. 'Bronze Age' and use them to begin placing events into chronological order while describing some changes and continuities</p>	<p>increasing detail. I can place events into chronological order using time periods like 'Dark Ages' 'Bronze Age' and describe changes and continuities between periods.</p> <p>Can do statement 2 (D): I can use subject specific vocabulary to describe events from the past. I can identify time periods e.g. 'Bronze Age' and use them to begin placing events into chronological order while describing some changes and continuities</p>	<p>Can do statement 2 (D): I can use subject specific vocabulary to describe events from the Early Modern Period in detail. I can describe some of the changes from 1000-1700 and make some judgements on historical events and people.</p>	<p>and use my own knowledge to explain the context historical context.</p> <p>Can do statement 2 (D): I can use subject specific vocabulary to describe events from the Industrial Period in detail. I can describe some of the changes from 1000-1900. I can make selections from source material and include them as information in my answers.</p>	<p>1700 and significant individuals and events.</p> <p>Can do statement 2 (D): I can use subject specific vocabulary to describe events from the Early Modern Period in detail. I can describe some of the changes from 1000-1700 and make some judgements on historical events and people.</p>	<p>significant using detail to back up my points.</p>
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Summer 2
Medieval Society
<p>What was English society like at this time? The nature of agriculture and peasant life; Towns - life in towns and their role in the economy.</p> <p>What was the role and influence of the Church at this time?</p> <p>What was the nature of kingship at this time? Duties, rights, rituals, display.</p> <p>Who was Richard I? Richard as King, his claim to the throne, how power was secured, his character.</p> <p>How was England governed 1189-1216? Richard's absence 1189-99; King John's continued presence in England 1199-1216.</p> <p>What happened to the Royal revenues at this time? The royal demesne and the role of sheriffs in collecting revenues, feudal incidents; Scutage; taxes on movables and income in 1207.</p> <p>What was life like for Jews in Medieval England? Legal status, role in moneylending; anti-Semitism; the causes and extent of the pogroms of 1189-90, including the significance of the coronation of Richard I; royal exploitation via taxes.</p>
<p>CAN DO statement 3 (M):</p> <p>I am able to explain how the roles within Medieval society influenced life within Feudal England.</p> <p>CAN DO statement 2 (S):</p> <p>I can explain the roles people played within Feudal Society as well as the connections between these roles.</p> <p>CAN DO statement 1 (D):</p> <p>Identify the key aspects of Medieval society and begin to describe them in detail using key vocabulary</p>