



SAINT JOHN WALL CATHOLIC SCHOOL

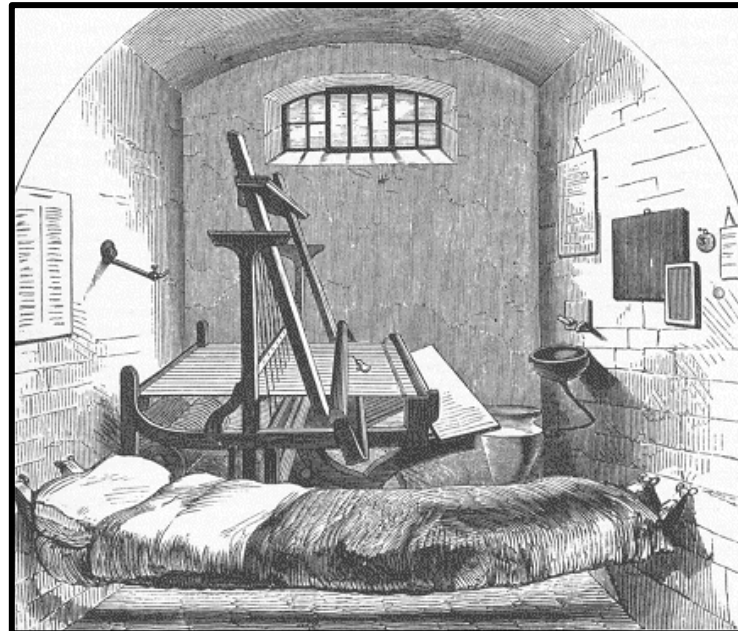
A Catholic School For All



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

GCSE History: Year 9



Year 9 History Scheme of Work Overview

Sequencing of topics	<p>Autumn term 1: Crime and Punishment</p> <p>Autumn term 2: Crime and Punishment</p> <p>Spring term 1: Crime and Punishment</p>	<p>Spring term 2: Crime and Punishment</p> <p>Summer term 1: Crime and Punishment/ Whitechapel</p> <p>Summer term 2: Crime and Punishment/ Whitechapel</p>
Calendared assessments	<p>Assessment week 1: Autumn Term 2</p> <p>Assessment week 2: Summer Term 2</p>	
Personal Development <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p>British Values-</p> <p>Tolerance of those of different faiths and beliefs: how were heretics treated in Early Modern England.</p> <p>Rule of law: Why were punishments in some time periods so harsh? Why was the death penalty abolished? Pupils learn about how changes in the law led to improvements in rights for a range of groups including women, the disabled and those from different cultures.</p> <p>Democracy: The introduction of the Bloody Code (rich lawmakers feared for their property and they were the ones who made the laws).</p> <p>SMSCV-</p> <p>Moral development- Why was the death penalty abolished? Why did prisons need change in the 18th century?</p> <p>Vocational development- pupils learn about the work of the police and the justice system.</p> <p>SJW Values-</p> <p>Attentive and Discerning- pupils are taught to understand the reasons behind laws that are made to govern and protect us, the responsibilities that this involves and the consequences when we break them.</p> <p>Active and curious- trip to the National Justice Museum to consolidate knowledge and understanding about Crime and Punishment. The trip includes a tour of the museum and a mock trial in a real court room. This visit also links to pupils developing their cultural capital.</p> <p>Learned and wise- Pupils learn about how miscarriages of justice led to the abolition of the death penalty.</p>	
Progression model	<p style="text-align: center;">What knowledge will pupils develop? <i>(Including key terminology)</i> (For more detail please see GCSE Edexcel History specification)</p>	<p style="text-align: center;">What skills will pupils develop? <i>(Including literacy & Numeracy)</i></p>
	<p>Crime and punishment in medieval England (c1000-c1500) including the influence of the church on crime and punishment.</p> <p>Crime and punishment in early modern England (c1500-c1700) including the significance of the Gunpowder Plotters and Matthew Hopkins.</p> <p>Crime and punishment in eighteenth and nineteenth century Britain (c1700-c1900) including the importance of Pentonville Prison and Robert Peel.</p> <p>Crime and punishment in modern Britain (c1900-present) including the treatment of CO's in both world wars and the Derek Bentley case.</p> <p>Crime, policing and the inner city in Whitechapel (c1870-c1900) including the problem of overcrowding and attempts to improve this, tensions caused by immigration, the link between poverty and crime, the organisation of policing, investigative policing and problems of policing. Knowledge of local and national sources relevant to the period, and the strengths and weaknesses of different types of sources.</p>	<ol style="list-style-type: none"> 1. Describing key features of the past. 2. Explaining the usefulness of different types of sources. 3. Following up sources about the past and framing historical questions. 4. Explaining similarities and differences across different time periods. 5. Describing the past and explaining why. 6. Writing a balanced argument and being able to evaluate the relative importance of a range of different factors.
Development homework	<p>Examples include:</p> <ol style="list-style-type: none"> 1. Watch http://www.bbc.co.uk/education/clips/z6qb87h and use it to write a speech explaining why Elizabeth Fry's work makes her worthy of remaining on the £5 note. 2. Rudyard Kipling wrote a famous poem about smuggling called "A Smuggler's Song". Create your own poem, rap, or song to describe why the authorities found it difficult to deal with social crimes such as smuggling and poaching. <p>To develop cultural capital pupils and their families can visit: Birmingham Police Museum at Steelhouse Lane to learn more about the work of the police.</p>	