

St Cuthbert Mayne School Curriculum Map



Department: History

Year 10

“History is who we are and why we are the way we are” - David McCullough

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It inspires pupils’ curiosity to know more about the past. Teachers will equip pupils to ask perceptive questions, think critically, weigh evidence, sift

arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change,

the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The aim for the History Department is to provide a curriculum and experience that is truly comprehensive and enables all learners to thrive, develop and grow in the widest sense. Most of all we want our learners to discover the joy of learning and to gain the skills that will enable them

to continue learning throughout their lives.

The department's mission statement is:

"Through engaging and challenging lessons, all learners will develop a lifelong love of learning and an enthusiasm for the study of History".

Exam Board: Edexcel

Assessment Method (coursework/exam breakdown):

Paper One: Written examination (30% of final mark)

Paper Two: Written examination (40% of final mark)

Paper Three: Written examination (30% of final mark)

Course outline:

Paper One: Thematic study and the historical environment (30% of final mark)

Crime and Punishment in Britain c1000 – present day.

Have you ever wondered why we have laws in the UK? How did we decide on what is legal / illegal? How should we punish people who break the law? Who has the right to decide on what is 'right or wrong?'

These are some of the big questions you will analyse in the study of Crime and Punishment. This breadth study of over a thousand year will focus on the thematic investigation of Change and Continuity; how have the concepts of crime, punishment and law enforcement changed and evolved over a millennium? From the midsts of the Dark Ages to the glory of the Enlightenment, from the transportation ships of Australia to the hovels of Whitechapel, from the gallows of the 'Bloody Code' to the ideas of rehabilitation in the 21st century, all learners will have the opportunity to evaluate this fascinating study of History.

The study is broken down into key periods:

- 1000 – 1500
- 1500 – 1700
- 1700 – 1900

- 1900 – present day

All learners will have the chance to investigate one of the most infamous figures in History, Jack the Ripper, and evaluate the impact that the failing of that case had on the development of modern policing.

Paper Two: Period Study and British depth study (40% of the final mark)

Early Elizabethan England, 1558 – 1588

One of England's most famous monarchs; vain, 'Virgin Queen', victor of the Armada, and notoriously jealous. But just how accurate is this traditional narrative? This study of one of England's most influential monarchs aims to challenge our existing stereotypes of a female ruler who can genuinely claim to have changed the course of History.

Autumn Term 1			Autumn Term 2	
Topic/Unit	Crime and Punishment through time, c1000-present Whitechapel, c1870-c1900: Crime, policing and the inner city		Crime and Punishment through time, c1000-present c1000 - 1500 Crime, punishment and law enforcement in the Anglo Saxon, Norman and later medieval period.	
Knowledge (Content covered)	Context: Policing the nation. The local context of Whitechapel. Tensions in Whitechapel. Police organisation in Whitechapel. Investigative policing in Whitechapel.		1 Nature and changing definitions of criminal activity: Crimes against the person, property and authority, including poaching as an example of 'social' crime .Changing definitions of crime as a result of the Norman Conquest, including William I's Forest Laws.	

			2 The nature of law enforcement and punishment: The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable. The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild. 3 Case study: The influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending.	
Skills	Interpretation. Source Analysis. Judgment Research Explanation Inference / Utility		Interpretation. Source Analysis. Judgment Research Explanation Inference / Utility	
Assessment	1 x Key feature 1 x Utility 1 x Follow Up		1 x Comparison 1 x Explanation 1 x Judgement	
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Researcher Archaeology Law Politics Policing		Researcher Archaeology Law Politics Policing	

Spring Term 1				Spring Term 2	
Topic/Unit	Crime and Punishment: C1500 -c1700	Crime and Punishment: C1700 -c1900		Crime and Punishment: C1900 - present day.	
Knowledge (Content covered)	1 Nature and changing definitions of criminal activity: Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason. New definitions of crime in the sixteenth century: vagabondage and witchcraft. 2.The nature of law enforcement and punishment: The role of the authorities and	1 Nature and changing definitions of criminal activity: Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling. Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs.		1 Nature and changing definitions of criminal activity: Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling. Changing definitions of crime, including driving offences, race crimes and drug crimes. 2 The nature of law enforcement and punishment: The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. Changes within the police force: increasing specialisation, use of science and technology and the move towards	

	local communities in law enforcement, including town watchmen. The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code. 3 Case studies: The Gunpowder Plotters, 1605: their crimes and punishment. Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted.	2 The nature of law enforcement and punishment: The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID. Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard		prevention. The abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison. 3 Case studies: The treatment of Conscientious Objectors in the First and Second World Wars. The Derek Bentley case: its significance for the abolition of the death penalty.	
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		and Elizabeth Fry. 3 Case studies: Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation. Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force			
Skills	Interpretation Source Analysis Judgment Research Narrative Inference Utility Explanation	Interpretation. Source Analysis Judgment Research Narrative Inference Utility Explanation		Interpretation Source Analysis Judgment Research Narrative Inference Utility Explanation	

Assessment	1 x Comparison 1 x Explain 1 x Judgement	1 x Comparison 1 x Explain 1 x Judgement		1 x Comparison 1 x Explain 1 x Judgement 1 x PEE	
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Researcher Policing Law Politics Military	Researcher Policing Law Politics Military		Researcher Policing Law Politics	

Summer Term 1			Summer Term 2	
Topic/Unit	Early Elizabethan England, 1558–88	Early Elizabethan England, 1558–88	Early Elizabethan England, 1558–88	
Knowledge (Content covered)	Key topic 1: Queen, government and religion, 1558–69 1 The situation on Elizabeth's accession Elizabethan England in 1558: society and	Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88 1 Plots and revolts at home The reasons for,	Key topic 3: Elizabethan society in the Age of Exploration, 1558–88 1 Education and leisure - Education in the home, schools and universities. - Sport, pastimes and the	

	government. • The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. • Challenges at home and from abroad: the French threat, financial weaknesses. 2 The 'settlement' of religion • Religious divisions in England in 1558. • Elizabeth's religious settlement (1559): its features and impact. • The Church of England: its role in society. 3 Challenge to the religious settlement • The nature and extent of the Puritan challenge. • The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers. 4 The problem of Mary, Queen of Scots • Mary, Queen of Scots: her	and significance of, the Revolt of the Northern Earls, 1569–70. • The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. • The reasons for, and significance of, Mary Queen of Scots' execution in 1587. 2 Relations with Spain • Political and religious rivalry. • Commercial rivalry. The New World, privateering and the significance of the activities of Drake. 3 Outbreak of war with Spain, 1585–88 • English direct involvement in the Netherlands,	theatre. 2 The problem of the poor • The reasons for the increase in poverty and vagabondage during these years. • The changing attitudes and policies towards the poor 3 Exploration and voyages of discovery • Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. • The reasons for, and significance of, Drake's circumnavigation of the globe. 4 Raleigh and Virginia • The significance of Raleigh and the attempted colonisation of Virginia. • Reasons for the failure of Virginia.	
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	claim to the English throne, her arrival in England in 1568. • Relations between Elizabeth and Mary, 1568–69	1585–88. The role of Robert Dudley. • Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'. 4 The Armada • Spanish invasion plans. Reasons why Philip used the Spanish Armada. • The reasons for, and consequences of, the English victory.		
Skills	Interpretation Source Analysis Judgment Research Narrative Inference Utility Explanation	Interpretation Source Analysis Judgment Research Narrative Inference Utility Explanation	Interpretation Source Analysis Judgment Research Narrative Inference Utility Explanation	
Assessment	1 x Key Features 1 x Explanation 1 x Judgement	1 x Key Features 1 x Explanation 1 x Judgement	1 x Key Features 1 x Explanation 1 x Judgement 1 x PEE	
Gatsby 4 (Linking curriculum learning to careers)	Researcher Policing	Researcher Policing	Researcher Policing	

[GATSBY BENCHMARK 4](#)

Law
Politics
Military

Law
Politics
Military

Law
Politics
Military

