



Subject: History

Year 9 Curriculum Overview

2018-2019

<b>Half Term 1 Unit Title</b>	<b>Subject Content / Knowledge</b>	Crime and Punishment 1000-1500: The changing nature of crime since 1000, the response of authority, the use of punishment, the changing experience of people before the law, the changing attitudes to criminal activity and the factors affecting these issues.
	<b>Skills</b>	Historical knowledge AO1; change and continuity AO2; significance AO2; cause and consequence AO2; source work AO3; historical interpretations AO4
	<b>Assessment</b>	GCSE exam questions: The role of local communities was the most important factor affecting law enforcement during the Middle Ages.' How far do you agree? Explain your answer. (16 marks)
<b>Half Term 2 Unit Title</b>	<b>Subject Content / Knowledge</b>	Crime and Punishment 1500-1700: the changing nature of crime in these years , the response of authority, the use of punishment, the changing experience of people before the law, the changing attitudes to criminal activity and the factors affecting these issues.
	<b>Skills</b>	Historical knowledge AO1; change and continuity AO2; significance AO2; cause and consequence AO2; source work AO3; historical interpretations AO4
	<b>Assessment</b>	GCSE exam questions: Explain why new crimes were defined in the period from c1900 to the present day (12 marks) You may use the following in your answer: <ul style="list-style-type: none"> <li>• driving offences</li> <li>• race crimes</li> </ul>

<b>Half Term 3 Unit Title</b>	<b>Subject Content / Knowledge</b>	Crime and Punishment 1700-1900. New types of crime such as smuggling and changes in punishments e. g transportation. Case study of Pentonville Prison. Role of Robert Peel and the development of the police force. Crime and punishment from 1900 to the present day.
	<b>Skills</b>	Historical knowledge AO1; change and continuity AO2; significance AO2; cause and consequence AO2; source work AO3; historical interpretations AO4
	<b>Assessment</b>	GCSE exam questions: How useful are Sources A and B for an enquiry into the effectiveness of the police force in the nineteenth century? Explain your answer using Sources A and B and your knowledge of the historical context (8). How could you follow up Source A to find out more about the effectiveness of prisons in the twentieth century? (4 marks)
<b>Half Term 4 Unit Title</b>	<b>Subject Content / Knowledge</b>	Whitechapel: An introduction to historic environment. The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses. The lack of employment opportunities and level of poverty. Links between the environment and crime.
	<b>Skills</b>	Historical knowledge AO1; change and continuity AO2; significance AO2; cause and consequence AO2; source work AO3; historical interpretations AO4
	<b>Assessment</b>	GCSE exam questions: "The main purpose of ... was ..." or " X was the most important factor affecting Y during [period]." How far do you agree with this view? Two stimulus bullet points are given. (16 marks)
<b>Half Term 5 Unit Title</b>	<b>Subject Content / Knowledge</b>	Weimar Germany: the early challenges to the Weimar Republic, 1919–23 and the recovery of the Republic, 1924–29
	<b>Skills</b>	Historical knowledge AO1; change and continuity AO2; significance AO2; cause and consequence AO2; source work AO3; historical interpretations AO4
	<b>Assessment</b>	GCSE exam questions: Study Sources B and C. How useful are Sources B and C for an enquiry into the reasons for political challenges to the Weimar Republic 1819-23? Explain your answer, using Sources B and C and your own knowledge of the historical context. (8). Study Interpretations 1 and 2. They give different views on the reasons for the recovery of the Weimar Republic in the

		years 1924-29. What is the main reason for the recovery of the Weimar Republic? Explain your answer using details from both interpretations. (4) .....
<b>Half Term 6 Unit Title</b>	<b>Subject Content / Knowledge</b>	Weimar Germany 1929-33: growth in support for the Nazis, 1929–33. How Hitler became Chancellor, 1932-33.
	<b>Skills</b>	Historical knowledge AO1; change and continuity AO2; significance AO2; cause and consequence AO2; source work AO3; historical interpretations AO4
	<b>Assessment</b>	GCSE exam questions: How far do you agree with Interpretation 2 about the use of propaganda in the success of the Nazi Party in the 1933 elections. Explain your answer, using both interpretations A and B and your knowledge of the historical context. (16)