

## Key Stage 4 Overview

Key Stage 4 Overview	KS4 Module 1: Crime and punishment in medieval England 1000-1500 (Year 10 Module 1 of 8 – start date W.C.)	KS4 Module 2: Crime and punishment in early modern England 1500-1700 (Year 10 Module 2 of 8 – start date W.C.)	KS4 Module 3: Crime and punishment in 18 <sup>th</sup> and 19 <sup>th</sup> century England 1700-1900 (Year 10 Module 3 of 8 – start date W.C.)
	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>
	<ul style="list-style-type: none"> <li>Crimes against the person, property and authority, including poaching as an example of 'social' crime</li> <li>Changing definitions of crime as a result of the Norman Conquest, including William I's Forest Laws</li> <li>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</li> <li>The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason</li> <li>New definitions of crime in the sixteenth century: vagabondage and witchcraft</li> <li>The role of the authorities and local communities in law enforcement, including town watchmen</li> <li>The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code</li> <li>The Gunpowder Plotters, 1605: their crimes and punishment</li> <li>Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted.</li> </ul>	<ul style="list-style-type: none"> <li>Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling</li> <li>Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs</li> <li>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</li> <li>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 and Elizabeth Fry</li> <li>Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation</li> <li>Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force</li> </ul>
	Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>
	<p><b>AO1:</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</p> <p><b>AO2:</b> Explain and analyse historical events and periods studied using second order historical concepts</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</p> <p><b>AO2:</b> Explain and analyse historical events and periods studied using second order historical concepts</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</p> <p><b>AO2:</b> Explain and analyse historical events and periods studied using second order historical concepts</p>

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KS4 Module 4: Crime and Punishment in modern Britain 1900-present (Year 10 Module 4 of 8 – start date W.C. )	KS4 Module 5: Whitechapel, c1870-c1900: crime, policing and the inner city (Year 10 Module 5 of 8 – start date W.C. )	KS4 Module 6: Anglo-Saxon England and the Norman Conquest, 1060-66 (Year 10 Module 6 of 8 – start date W.C. )
Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>
<ul style="list-style-type: none"> <li>Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling</li> <li>Changing definitions of crime, including driving offences, race crimes and drug crimes</li> <li>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 prevention</li> <li>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</li> <li>The treatment of Conscientious Objectors in the First and Second World Wars</li> <li>The Derek Bentley case: its significance for the abolition of the death penalty.</li> </ul>	<ul style="list-style-type: none"> <li>The local context of Whitechapel. The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses.</li> <li>The prevalence of lodging houses and pubs</li> <li>The tensions arising from the settlement of immigrants from Ireland and Eastern Europe. The growth of socialism and anarchism in Whitechapel</li> <li>The organisation of policing in Whitechapel. The work of H division and the difficulties of policing. The Whitechapel Vigilance Committee</li> <li>Investigative policing in Whitechapel: developments in techniques of detective investigation; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media</li> <li>The national and regional context: the working of the Metropolitan Police, the quality of police recruits; The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police.</li> </ul>	<ul style="list-style-type: none"> <li>Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system. The economy and social system. Towns and villages. The influence of the Church</li> <li>Edward the Confessor; the succession crisis</li> <li>The house of Godwin. Harold Godwinson's succession as Earl of Wessex. Harold Godwinson's embassy to Normandy. The rising against Tostig and his exile. The death of Edward the Confessor</li> <li>The motives and claims of William of Normandy, Harald Hardrada and Edgar; The Witan and the coronation and reign of Harold Godwinson</li> <li>Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge; The Battle of Hastings</li> <li>Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics.</li> </ul>
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<p><b>AO1:</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</p> <p><b>AO2:</b> Explain and analyse historical events and periods studied using second order historical concepts</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods</p> <p><b>AO3:</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</p> <p><b>AO2:</b> Explain and analyse historical events and periods studied using second order historical concepts</p>

Key Stage 4 Overview	KS4 Module 7: William I in power: securing the kingdom, 1066-87 (Year 10 Module 7 of 8 – start date W.C. )	KS4 Module 8: Norman England, 1066-88 (Year 10 Module 8 of 8 – start date W.C. )	KS4 Module 9: The early settlement of the West, c1835-c1862 (Year 11 Module 1 of 7 – start date W.C. )
	Knowledge What pupils will know	Knowledge What pupils will know	Knowledge What pupils will know
	<ul style="list-style-type: none"> <li>The submission of the earls, 1066</li> <li>Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms</li> <li>Reasons for the building of castles; their key features and importance</li> <li>The revolt of Earls Edwin and Morcar in 1068</li> <li>Edgar the Aethling and the rebellions in the North (1069)</li> <li>Hereward the Wake and rebellion at Ely (1070–71)</li> <li>The reasons for and features of Harrying of the North (1069–70). Its immediate and long-term impact, 1069–87</li> <li>Changes in landownership from Anglo-Saxon to Norman, 1066–87</li> <li>How William I maintained royal power</li> <li>Reasons for and features of the revolt</li> <li>The defeat of the revolt and its effects</li> </ul>	<ul style="list-style-type: none"> <li>The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture</li> <li>The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc. The Normanisation and reform of the Church</li> <li>The extent of change to Anglo-Saxon society and economy; Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents</li> <li>The office of sheriff and the demesne. Introduction and significance of the ‘forest’</li> <li>Domesday Book and its significance for Norman government and finance</li> <li>The career and significance of Bishop Odo</li> <li>Character and personality of William I and his relations with Robert. Robert and revolt in Normandy (1077–80)</li> <li>William’s death and the disputed succession. William Rufus and the defeat of Robert and Odo</li> </ul>	<ul style="list-style-type: none"> <li>Social and tribal structures, ways of life and means of survival on the Plains</li> <li>Beliefs about land and nature and attitudes to war and property</li> <li>The factors encouraging migration, including the Oregon Trail from 1836, the belief in Manifest Destiny, and the California Gold Rush of 1849</li> <li>Early migration to c1850, including the experiences of the Donner Party and the Mormon migration, 1846–47</li> <li>The development and problems of white settlement</li> <li>Reasons for tension with Plains Indians, including US government policy and the Permanent Indian Frontier. The significance of the first Fort Laramie Treaty (1851). The Indian Appropriations Act (1851)</li> <li>Lawlessness in early towns and settlements, including attempts to tackle lawlessness.</li> </ul>
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	KS4 Module 10: Development of the plains, c1862-c1876 (Year 11 Module 2 of 7 – start date W.C. )	KS4 Module 11: Conflicts and conquest, c1876-c1895 (Year 11 Module 3 of 7 – start date W.C. )	KS4 Module 12: The development of the civil rights movement, 1954-60 (Year 11 Module 4 of 7 - start date W.C. )
	<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>
Key Stage 4 Overview	<ul style="list-style-type: none"> <li>The significance of the railroads; the Pacific Railroad Act (1862) and the completion of the First Transcontinental Railroad (1869) and the spread of the railroad network</li> <li>The impact of the Homestead Act (1862). Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; impact of the Timber Culture Act</li> <li>Introducing law and order in settlements, including the roles of law officers and increases in federal government influence</li> <li>The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network; The changing role of the cowboy, including changes in ranching. Relations between ranchers and homesteaders</li> <li>The impact of railroads, the cattle industry and gold prospecting on the Plains Indians</li> <li>The impact of US government policy towards the Plains Indians, the continued use of reservations. The second Fort Laramie Treaty (1868)</li> <li>Conflict with the Plains Indians: Little Crow's War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud's War (1866–68).</li> </ul>	<ul style="list-style-type: none"> <li>Changes in farming: the impact of new technology and new farming methods</li> <li>Changes in the cattle industry, including the impact of the winter of 1886–87. The significance of changes in the nature of ranching. The end of the open range</li> <li>Continued settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893. The closure of the Indian Frontier</li> <li>Dealing with law and order, including sheriffs and marshals, including the significance of Billy the Kid, Wyatt Earp, the OK Corral (1881)</li> <li>The range wars, including the Johnson County War of 1892</li> <li>Conflict with the Plains Indians: The Battle of the Little Big Horn (1876) and its impact; the Wounded Knee Massacre (1890)</li> <li>The hunting and extermination of the buffalo</li> <li>The Plains Indians' life on the reservations</li> <li>The significance of changing government attitudes to the Plains Indians, including the Dawes Act (1887).</li> </ul>	<ul style="list-style-type: none"> <li>Segregation, discrimination and voting rights in the Southern states</li> <li>The work of civil rights organisations, including the NAACP and CORE</li> <li>The key features of the Brown v. Topeka case (1954)</li> <li>The immediate and long-term significance of the case</li> <li>The significance of the events at Little Rock High School (1957)</li> <li>Causes and events of the Montgomery Bus Boycott. The significance of Rosa Parks</li> <li>Reasons for the success and importance of the boycott. The Supreme Court ruling. The Civil Rights Act (1957)</li> <li>The significance of the leadership of Martin Luther King. The setting up of the SCLC</li> <li>The Ku Klux Klan and violence, including the murder of Emmet Till in 1955</li> <li>Opposition to desegregation in the South. The setting up of White Citizens' Councils</li> <li>Congress and the 'Dixiecrats'</li> </ul>
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	<b>KS4 Module 13: Protest, progress and radicalism, 1960-75</b> <i>(Year 11 Module 5 of 7 – start date W.C. )</i>	<b>KS4 Module 14: US involvement in the Vietnam War, 1954-75</b> <i>(Year 11 Module 6 of 7 – start date W.C. )</i>	<b>KS4 Module 15: Reactions to, and the end of, US involvement in Vietnam, 1964-75?</b> <i>(Year 11 Module 7 of 7 – start date W.C. )</i>
	<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>
	<ul style="list-style-type: none"> <li>The significance of Greensboro and the sit-in movement</li> <li>The Freedom Riders. Ku Klux Klan violence and the Anniston bomb (1961)</li> <li>The James Meredith case (1962)</li> <li>King and the peace marches of 1963; Freedom Summer and the Mississippi murders</li> <li>Presidents Kennedy and Johnson and the passage of the Civil Rights Act (1964)</li> <li>Selma and the Voting Rights Act (1965)</li> <li>Malcolm X; Reasons for the emergence of Black Power. The significance of Stokely Carmichael and the Mexico Olympics; The methods and achievements of the Black Panther movement</li> <li>The riots of 1965–67 and the Kerner Report (1968); King's campaign in the North. The assassination of Martin Luther King and its impact</li> <li>The extent of progress in civil rights by 1975</li> </ul>	<ul style="list-style-type: none"> <li>The battle of Dien Bien Phu and the end of French rule in Vietnam</li> <li>Reasons for greater US involvement under Eisenhower, including the domino theory and weaknesses of the Diem government</li> <li>Greater involvement under Kennedy, including the overthrow of Diem and Strategic Hamlet Program</li> <li>The increasing threat of the Vietcong</li> <li>The Gulf of Tonkin incident (1964), and increased US involvement in Vietnam</li> <li>The guerrilla tactics used by the Vietcong; The methods used by the USA, including Search and Destroy, Operation Rolling Thunder and chemical weapons; The key features and significance of the Tet Offensive, 1968</li> <li>Vietnamisation; The Nixon Doctrine and the withdrawal of troops; Attacks on Cambodia (1970), Laos (1971); the bombing of North Vietnam (1972).</li> </ul>	<ul style="list-style-type: none"> <li>Reasons for the growth of opposition, including the student movement, TV and media coverage of the war and the draft system</li> <li>Public reaction to the My Lai Massacre (1968)</li> <li>The Kent State University shootings (1970)</li> <li>Reasons for support for the war, including the fear of communism</li> <li>The 'hard hats' and the 'silent majority'</li> <li>Reasons for, and features of, the peace negotiations (1972–73); The significance of the Paris Peace Agreement (1973)</li> <li>The economic and human costs of the war</li> <li>The strengths of North Vietnam, including the significance of Russian and Chinese support, Vietcong tactics and the Ho Chi Minh Trail; The weaknesses of the US armed forces. The failure of US tactics; The impact of opposition to the war in the USA.</li> </ul>
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