

Key Stage Four Curriculum – Carre’s Grammar School

Outline

| Subject History: Invasion and Control | | | | | | |
|--|--|--|--|--|---|--|
| | Autumn 1 | Autumn 2 | Spring 3 | Spring 4 | Summer 5 | Summer 6 |
| Year 10 | Thematic Study: Crime and Punishment, c.1250 - present | Thematic Study: Crime and Punishment, c.1250 - present | British Depth Study: The Norman Conquest, 1065 - 1087 | British Depth Study: The Norman Conquest, 1065 - 1087 | History Around Us: Roman Lincoln | History Around Us: Roman Lincoln |
| | Thematic study 40 marks | | Depth study 40 marks (80 marks total for British Thematic and Depth Studies) 1 hour 45 minute paper | | History Around Us 40 marks + (10 marks SPaG* in addition to the total 200 marks and are not included in percentage weightings – see 3f of spec.) 1 hour paper | |
| Year 11 | Period Study The making of the USA, 1789-1900 | Period Study The making of the USA, 1789-1900 | World Depth Study: Living under Nazi Rule, 1933 - 1945 | World Depth Study: Living under Nazi Rule, 1933 - 1945 | Revision & Examinations | |
| | Period study 40 marks | | Depth study 40 marks (80 marks total for Period and World Depth Studies) 1 hour 45 minute paper | | | |

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Detailed

| Subject | | | | | | |
|--------------------|---|---|--|---|--|---|
| | Autumn 1 | Autumn 2 | Spring 3 | Spring 4 | Summer 5 | Summer 6 |
| Year 10 | <p>Thematic Study:</p> <p><u>Crime and Punishment, c.1250 – present</u></p> <p>Crimes and criminals in medieval Britain; Enforcing law and order including policing and different types of court; Punishing offenders: capital punishment, fines, whipping, public humiliation and imprisonment; Major religious, political and social changes: an overview; The changing nature of crime including vagrancy, moral crime and witchcraft; Enforcing law and order including secular and church courts and the roles of different law enforcers; Changes in punishment including the introduction of the ‘Bloody Code’</p> | <p>Thematic Study:</p> <p><u>Crime and Punishment, c.1250 – present</u></p> <p>The enlightenment, urbanisation and political change: an overview; Crimes and criminals in industrial Britain including the increase in crime in the first half of the nineteenth century; The introduction and development of the police force; Changes in punishment including the growth of prisons, transportation to Australia and prison reform; Major technological, social and political changes: an overview; Changes in the crime rate and in types of crime; Changes in law enforcement including the use of new technology; Changes in punishment including the abolition of capital punishment and changes in prisons</p> | <p>British Depth Study:</p> <p><u>The Norman Conquest, 1065 – 1087</u></p> <p>The nature, structure and diversity of late Anglo-Saxon society; Religion in late Anglo-Saxon England; Anglo-Saxon culture: buildings, art and literature; Norman society, culture and warfare pre-1066; The succession crisis of 1066; The battles of Fulford, Stamford Bridge and Hastings; First uprisings against Norman rule including resistance in the west and in Mercia; Northern resistance and William’s ‘Harrying of the North’; The rebellion of Hereward in the east and the end of English resistance</p> | <p>British Depth Study:</p> <p><u>The Norman Conquest, 1065 – 1087</u></p> <p>Pre-conquest fortifications and the first Norman castles in England; The distribution and design of Norman castles in England to 1087; The purpose of Norman castles in England including their military and economic functions; Domesday Book, its creation and purpose; The social structure of Norman England including changes in land ownership and the elite; Changes and continuities: language, laws and Church</p> | <p>History Around Us:</p> <p><u>Roman Lincoln</u></p> <p>The reasons for the location of the site within its surroundings; When and why people first created the site; The ways in which the site has changed over time; How the site has been used throughout its history; The diversity of activities and people associated with the site; The reasons for changes to the site and to the way it was used; Significant times in the site’s past: peak activity, major developments, turning points</p> | <p>History Around Us:</p> <p><u>Roman Lincoln</u></p> <p>The significance of specific features in the physical remains at the site; The importance of the whole site either locally or nationally, as appropriate; The typicality of the site based on a comparison with other similar sites; What the site reveals about everyday life, attitudes and values in particular periods of history; How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries; How the physical remains can inform artistic reconstructions and other interpretations of the site; The challenges and benefits of studying the historic environment</p> |
| | | 40 marks | | 40 marks (80 marks total for British Thematic and Depth Studies) 1 hour 45 minute paper | | 40 marks + (10 marks SPaG* in addition to the total 200 marks and are not included in percentage weightings – see 3f of spec.) 1 hour paper |

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