

YEAR GROUP 11

Changes in Crime and Punishment		
Autumn 1	CEIAG Curriculum learning linked to careers Historian, History teacher, University lecturer, Museum or heritage curator Archivist, Criminologist, Police officer, Detective, Lawyer, Solicitor, Barrister, Judge, Magistrate, Probation officer, Prison officer, Civil Servant, Forensic psychologist, Journalist, Intelligence, Historical writing, social researcher	
	SMSC Spiritual: The study of crime and punishment encourages students to think about questions of right and wrong, justice, forgiveness, and whether punishment encourages students to think about questions of right and wrong, justice, forgiveness and whether punishments should be based on religious or moral beliefs. Moral: This unit helps students consider whether punishments are fair and appropriate. For example, students can compare harsh medieval punishments and modern ideas about rehabilitation and human rights. Social: Studying how laws and punishments have changed shows how society responds to crime and how attitudes towards criminals victims and authority have changed. Cultural: Comparing different periods helps students understand how religion, traditions, politics and changing social attitudes influenced ideas about crime and punishment.	
	Composites <u>Methods of Punishment</u> How have methods of punishment changed over time? <i>the need for prison reform: Howard, Paul and Fry;</i> <i>new prisons in the later nineteenth century: the silent and separate systems;</i> <i>alternative methods of dealing with prisoners in the twentieth century: borstals, open prisons, probation and parole, community service</i> <u>Attitudes to crime and punishment</u> Why have attitudes to crime and punishment changed overtime? - The concepts of retribution and deterrence as purposes of punishment over time; - the purpose of punishment in public over time, from humiliation to public execution; - the concept of banishment in the eighteenth and nineteenth centuries; - the use of prisons to punish and reform in the nineteenth century;	Key Vocabulary Stocks Pillories Capital punishment Corporal Punishment Transportation Reform Prison Borstals Probation Parole Community Service Retribution Deterrence Humiliation



- changes in attitudes to punishment in the twentieth century: dealing with young offenders, abolition of the death sentence; attempts to rehabilitate and make restitution

The Historic site study

Policing in Liverpool c.1787 to 1900.

The historical context:

- impact of urbanisation and industrialisation on crime;
- rapid growth of Liverpool in the eighteenth century;
- extremes of wealth and poverty; increasing problems with gang violence, alcoholism and prostitution;
- pre-reform law enforcement – constables and the night watch; focus on catching criminals rather than preventing crime.

The main features of the historic environment Policing in Liverpool c.1787 to 1900:

- 1787 division of the town into four districts for the Charlies, heavy reliance on public support;
- 1830 recruitment of Lieutenant Parlour from the newly formed Metropolitan police force as Superintendent of the Night Watch;
- 1835 Municipal Corporation Act and new Liverpool force created in 1836; r
- role of Michael Whitty in organising the new force; conclusions of the first inspection of the force under the 1856 Police Act, carried out in 1857;
- new departments – detectives from 1844, river police from 1865, parks police from 1882, mounted division from 1886.

The significance of crime and policing in nineteenth century Liverpool:

- ineffective policing in the face of rising crime;
- private police forces like the Liverpool Markets Police and the Liverpool Manchester Railway Police;
- piecemeal policing between corporation constables and the nightwatchmen;
- founding of a metropolitan police force in 1836 improving the reputation and effectiveness of the force;
- impact of the city boundaries in 1895; reduction in policing numbers due to fall in the crime rate by 1900.

Urbanisation
Industrialisation
Transient
Charlies
Enforcement
Constables
NightWatch
Parish Constables



	Assessment Practice exam questions. End of unit exam consisting of 5 questions.	Homework /ILS Complete summary sheets, blank knowledge organisers. Practice exam questions. Revision
	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser and revision guides to support knowledge. If possible buy the Eduqas revision guide and use the tasks to check on understanding. Watch any relevant TV programmes, History Hit episodes, films or listen to podcasts.	Wider reading GCSE History - Eduqas - BBC Bitesize
Autumn 1 & 2	The Elizabethan Age 1558-1603	
	CEIAG Curriculum learning linked to careers Archaeologist, Historian, Museum Curator, Museum education officer, Heritage Manager, Writer, Journalist, Researcher, Conservation officer, Genealogist, Artist, Maritime, Law, Politics, Civil service, Researcher, Analyst	
	SMSC Spiritual: Students explore the importance of religion, including the conflict between Catholicism and Protestantism, and consider how religious beliefs influenced people's lives. Moral: Studying punishments, poverty, crime and the treatment of different groups encourages students to discuss what people consider right and wrong and compare these ideas with modern values. Social: Students learn about the different social classes, gender roles and everyday life, helping them understand inequality and social structure. Cultural: The Elizabethan period saw major developments in literature, theatre, music and exploration, particularly through figures such as Shakespeare. This helps students appreciate Britain's cultural heritage and its influence today.	
	Composites Elizabethan government How successful was the government of Elizabeth I? <i>The coronation and popularity of Elizabeth;</i> <i>Royal Court, Privy Council and councillors;</i> <i>local government; the role of Parliament;</i> <i>taxation and freedom of speech</i>	Key Vocabulary Coronation Royal progresses Catholic Protestant Government Court Courtiers Patronage

[illegible]



	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser and revision guides to support knowledge. If possible buy the Eduqas revision guide and use the tasks to check on understanding. Watch any relevant TV programmes, History Hit episodes, films or listen to podcasts.	Wider reading Elizabeth I - GCSE History - BBC Bitesize
Spring 1	The Elizabethan Age 1558-1603	
	Composites The Catholic threat Why were the Catholics such a serious threat to Elizabeth? - Early toleration; excommunication in 1570; - recusancy; rebellion of Northern Earls; - Catholic Plots – Ridolfi, Throckmorton, Babington; - role of Mary, Queen of Scots The Spanish Armada How much of a threat was the Spanish Armada? - Reasons for the Armada; war in the Netherlands; - course of the Armada – events in the Channel, Calais, ‘fireships’ and return to Spain; - results of the Armada	Key Vocabulary Excommunicate Recusancy Papal Bull Privateers Armada
	Assessment Practice exam questions. End of unit exam consisting of five exam questions, a full exam paper.	Homework /ILS Complete summary sheets, blank knowledge organisers. Practice exam questions. Revision
	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser and revision guides to support knowledge. If possible buy the Eduqas revision guide and use the tasks to check on understanding. Watch any relevant TV programmes, History Hit episodes, films or listen to podcasts.	Wider reading Elizabeth I - GCSE History - BBC Bitesize



The Development of the USA 1929-2000

CEIAG Curriculum learning linked to careers

Historian, Teacher, Politics, Civil Service, Law, Museum Curator, Museum education officer, Writer, Journalist, Researcher, Analyst, International relations
Diplomacy, Business, Media and Film, Lawyer, Politician

SMSC

Spiritual: Studying the Civil Rights Movement and different religious groups and cultural groups encourages students to think about equality, beliefs and people's rights.

Moral: Learning about racism, segregation, discrimination and political decisions helps students consider what is right and wrong and understand different moral viewpoints.

Social: Studying events such as the Civil Rights Movements and the Vietnam War shows how people worked together challenge inequality and bring about change

Cultural: Learning about immigration, changing lifestyles, music, entertainment and different ethnic groups helps students to understand and appreciate cultural diversity.

Composites

Economic Downturn and Recovery

How was the US affected by the Great Depression between 1929-45?

- *The impact of the Wall St. Crash;*
- *Republican attempts to deal with the crisis;*
- *life during the Depression;*
- *Roosevelt and the New Deal.*

The economic impact of WWII and post-war developments.

How had the economy of the USA changed by the 1960s?

- *Industrial output; post-war affluence;*
- *consumerism and suburbanisation;*
- *'poverty amidst plenty'.*

The Issue of Civil Rights 1941-1970

Why was it difficult for African-Americans to gain equal rights between 1941-1970?

- *The contribution of Africa-Americans to the war effort;*
- *the issue of education – Brown vs Topeka Board of Education; Little Rock High;*
- *Montgomery Bus Boycott;*

Key Vocabulary

Depression
Hooverville
Bonus Marchers
Hobos
Republican
Tariff
New Deal

Conscription
Affluence/Affluent
Boom
Consumerism
Suburbanisation

Civil Rights
Segregation
Boycott



	• the roles of Martin Luther King, Jr. and Malcolm X; • Civil Rights legislation. Political Change between 1960-2000 What were the main political developments in the USA between 1960-2000? • The domestic policies of Kennedy; • Nixon and Watergate; • the Reagan Years; • changes under Bush Senior and Clinton. <u>Social Change 1950-2000</u> How did American society change between 1950-2000 • Changes in music, entertainment, media and literature; • changes in youth culture and student protest; • the changing role of women.	Beatniks Liberation
	Assessment Practice exam questions. Mid Unit Test	Homework /ILS Complete summary sheets, blank knowledge organisers. Practice exam questions. Revision
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The Development of the USA 1929-2000		
Summer 1	Composites Cold War Rivalry Why did relations between the USA and the USSR deteriorate between 1945-1973? <i>The Truman Doctrine and containment of Communism;</i> <i>Berlin Crisis 1948-49;</i> <i>Cuban Missile Crisis;</i> <i>U.S. involvement in Vietnam.</i> The search for World Peace since 1970 What has been the USA's role in the search for peace since 1970? <i>Détente and attempts to limit arms;</i> <i>changing relations with China;</i> <i>changing U.S. relations with the USSR;</i> <i>the fall of Communism and the end of the Cold War;</i> <i>U.S. involvement in Iran, Iraq and the Gulf War.</i>	Key Vocabulary Cold War Domino Theory Communism Capitalism Doctrine Containment Warfare Détente Diplomacy Glasnost Perestroika
	Assessment Practice exam questions. Mid unit Test End of unit test	Homework /ILS Complete summary sheets, blank knowledge organisers. Practice exam questions. Revision
	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser and revision guides to support knowledge. If possible buy the Eduqas revision guide and use the tasks to check on understanding. Watch any relevant TV programmes, History Hit episodes, films or listen to podcasts.	Wider reading The USA, 1929-2000 - GCSE History - BBC Bitesize