



History Revision Timetable for Year 10 Mock Examinations 2026

Week commencing	Brief description of content that needs to be revised and specific tasks.	Supporting resources and websites
W/C 9 th March	<p style="text-align: center;">C.1000-1500 (Medieval/Middle ages)</p> <p>Nature and changing definitions of criminal activity:</p> <ul style="list-style-type: none"> 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 <p>The nature of law enforcement:</p> <ul style="list-style-type: none"> 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. <p>The nature of punishment:</p> <ul style="list-style-type: none"> The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild. <p>Case study:</p> <ul style="list-style-type: none"> 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. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> Make a set of revision flash cards. Answer a 12 mark practise exam question from the booklet at the front of your exercise book. 	<p>GCSEPod</p> <p>GCSEPod</p> <p>GCSEPod</p> <p>GCSEPod</p> <p>GCSEPod</p> <ul style="list-style-type: none"> Exercise book C+P Revision guide
W/C 16 th March	<p style="text-align: center;">c.1500-1700 (Early Modern England)</p> <p>Nature and changing definitions of criminal activity:</p> <ul style="list-style-type: none"> Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason. <p>New definitions of crime in the sixteenth century:</p> <ul style="list-style-type: none"> vagabondage and witchcraft. <p>The nature of law enforcement:</p> <ul style="list-style-type: none"> The role of the authorities and local communities in law enforcement, including town watchmen. <p>The nature of punishment:</p> <ul style="list-style-type: none"> The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code. <p>Case studies:</p> <ul style="list-style-type: none"> 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. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> Make a set of revision flash cards. <p>Answer a 4 mark practise exam question from the booklet at the front of your exercise book.</p>	<ul style="list-style-type: none"> Exercise book C+P Revision guide <p>GCSEPod</p> <p>GCSEPod</p> <p>GCSEPod</p> <p>GCSEPod</p> <p>GCSEPod</p> <p>GCSEPod</p> <p>GCSEPod</p> <p>GCSEPod</p>
W/C 23 rd March	<p>C. 18th and 19th centuries (1700-1900)</p>	<ul style="list-style-type: none"> Exercise book

	<p>Nature and changing definitions of criminal activity:</p> <ul style="list-style-type: none"> • 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. <p>The nature of law enforcement:</p> <ul style="list-style-type: none"> • 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. <p>The nature of punishment:</p> <ul style="list-style-type: none"> • 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. <p>Case study:</p> <ul style="list-style-type: none"> • 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. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> - Make a set of revision flash cards. <p>Answer a 16 mark practise exam question from the booklet at the front of your exercise book.</p>	<ul style="list-style-type: none"> • C+P Revision guide <p>GCSEPod GCSEPod GCSEPod</p> <p>GCSEPod</p> <p>GCSEPod GCSEPod</p> <p>GCSEPod GCSEPod</p>
<p>W/C 30th March</p>	<p>c.1900-present (Modern England)</p> <p>Nature and changing definitions of criminal activity:</p> <ul style="list-style-type: none"> • 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. <p>The nature of law enforcement:</p> <ul style="list-style-type: none"> • 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. <p>The nature of punishment:</p> <ul style="list-style-type: none"> • 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. <p>Case studies:</p> <ul style="list-style-type: none"> • 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. <p>Must have knowledge of the factors - science and technology, attitudes, individuals, church etc</p>	<ul style="list-style-type: none"> • Exercise book • C+P Revision guide <p>GCSEPod</p> <p>GCSEPod</p> <p>GCSEPod</p> <p>GCSEPod GCSEPod</p>

	<p><u>Tasks:</u></p> <ul style="list-style-type: none"> - Make a set of revision flash cards. <p>Answer a 16 mark practise exam question from the booklet at the front of your exercise book.</p>	
W/C 6 th April	<p style="text-align: center;">Whitechapel</p> <ul style="list-style-type: none"> • 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. Links between the environment and crime. Life in Whitechapel as an inner-city area of poverty and discontent. • The inhabitants of Whitechapel. The lack of employment opportunities and level of poverty. The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The impact of changing patterns of migration: the settlement of migrants from Ireland and Eastern Europe, and the increase in Jewish migration during the 1880s. • The organisation of policing in Whitechapel. The role of the 'beat constable'. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems of policing caused by crime and antisocial behaviour: alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jewish people. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> - Make a set of revision flash cards. <p>Answer a 2 'describe 2 features questions' from the booklet at the front of your exercise book.</p>	<ul style="list-style-type: none"> • Whitechapel booklet • C+P Revision guide <p style="text-align: center;">GCSEPod</p> <p style="text-align: center;">GCSEPod</p> <p style="text-align: center;">GCSEPod</p>
W/C 13 th April	<p style="text-align: center;">Whitechapel</p> <ul style="list-style-type: none"> • Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of sketches, photographs and interviews; 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 reporting of the 'Ripper' murders. The Whitechapel Vigilance Committee. • 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. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> - Make a set of revision flash cards. <p>Answer a 8 mark 'how useful are sources A and B for an enquiry into...' from the booklet at the front of your exercise book.</p> <p>Also, complete the 4 mark historical enquiry question.</p>	<ul style="list-style-type: none"> • Exercise book • C+P Revision guide
W/C 20 th April	<p style="text-align: center;">Anglo-Saxon England and the Norman Conquest 1060-66.</p> <p style="text-align: center;">Anglo-Saxon government, economy and society:</p>	<ul style="list-style-type: none"> • Exercise book • Revision pack

	<ul style="list-style-type: none"> • 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. <p>The last years of Edward the Confessor and the succession crisis:</p> <ul style="list-style-type: none"> • The significance and power of the house of Godwin. Harold Godwinson's succession as Earl of Wessex. • Harold Godwinson's embassy to Normandy. The reasons for the rising against Tostig and his exile. The death of Edward the Confessor. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> - Make a set of revision flash cards. <p>Answer a 12 mark exam question from the booklet at the front of your exercise book.</p>	<p>GCSEPod GCSEPod GCSEPod GCSEPod</p>
<p>W/C 27th April</p>	<p>Anglo-Saxon England and the Norman Conquest 1060-66.</p> <p>The rival claimants for the throne</p> <ul style="list-style-type: none"> • The motives and claims of William of Normandy, Harald Hardrada and Edgar the Aethling. • The Witan and the coronation and reign of Harold Godwinson. • Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge. <p>The Norman Invasion</p> <ul style="list-style-type: none"> • The Battle of Hastings. • Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> - Make a set of revision flash cards. <p>Answer a 16 mark exam question from the booklet at the front of your exercise book.</p>	<ul style="list-style-type: none"> • Exercise book • Revision pack <p>GCSEPod GCSEPod GCSEPod</p>
<p>W/C 4th May</p>	<p>Establishing control:</p> <p>The submission of the earls, 1066.</p> <ul style="list-style-type: none"> • Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms. • Reasons for the building of castles; their key features and importance. <p>Anglo-Saxon resistance, 1068–71:</p> <ul style="list-style-type: none"> • Causes and outcomes of Anglo-Saxon resistance: the revolt of Earls Edwin and Morcar (1068); Edgar the Aethling and the rebellions in the North (1069); Hereward the Wake and rebellion at Ely (1070–71). <p>The legacy of resistance to 1087:</p> <ul style="list-style-type: none"> • The reasons for and features of Harrying of the North (1069–70). Its immediate and long-term impact, 1069–87. • Changes in landownership from Anglo-Saxon to Norman, 1066–87. <p>Revolt of the Earls, 1075:</p> <ul style="list-style-type: none"> • Reasons for and features of the revolt. • The defeat of the revolt and its effects. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> - Make a set of revision flash cards. 	<ul style="list-style-type: none"> • Exercise book • Revision pack <p>GCSEPod GCSEPod GCSEPod</p>

	Answer a 16 mark exam question from the booklet at the front of your exercise book.	
W/C11 th May	<p>The feudal system and the Church:</p> <ul style="list-style-type: none"> • The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture. • The Church in England: its role in society and relationship to • government, including the significance of Stigand and Lanfranc. The Normanisation and reform of the Church in the reign of William I. • The extent of change to Anglo-Saxon society and economy. <p>Norman government:</p> <ul style="list-style-type: none"> • Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents during William’s absences. • The office of sheriff and the demesne. Introduction and significance of the ‘forest’. • The Domesday survey and Domesday Book and their significance for Norman government and finance. <p>The Norman aristocracy:</p> <ul style="list-style-type: none"> • The culture and language of the Norman aristocracy. • The career and significance of Bishop Odo. <p>William I and the succession:</p> <ul style="list-style-type: none"> • Character and personality of William I and his relations with Robert, including Robert’s revolt in Normandy (1077–80). • William’s death and the disputed succession. William Rufus and the defeat of Robert and Odo <p><u>Tasks:</u></p> <ul style="list-style-type: none"> - Make a set of revision flash cards. <p>Answer a 16 mark exam question from the booklet at the front of your exercise book.</p>	<ul style="list-style-type: none"> • Exercise book • Revision pack <p>GCSEPod GCSEPod GCSEPod GCSEPod</p> <p>GCSEPod</p> <p>GCSEPod</p> <p>GCSEPod GCSEPod</p>
	15th May – Crime and punishment exam	