

	Option B4: Early Elizabethan England, 1558–88	Option P4: Superpower relations and the Cold War, 1941–91	Option 31: Weimar and Nazi Germany, 1918–39	Option 10: Crime and punishment in Britain, c1000–present	Option 10: Whitechapel, c1870-c1900: crime, policing and the inner city
Key concepts	<p>Knowledge and understanding; key features; causation; second order concepts (change, continuity, consequence, similarity, difference, significance); chronology.</p> <ul style="list-style-type: none"> ● Elizabethan England in 1558: society and government. ● The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. ● Challenges at home and from abroad: the French threat, financial weaknesses. ● Religious divisions in England in 1558. ● Elizabeth's religious settlement (1559): its features and impact. ● The Church of England: its role in society. ● The nature and extent of the Puritan challenge. ● The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers. ● Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. ● Relations between Elizabeth and Mary, 1568–69. ● The reasons for, and significance of, the Revolt of the Northern 	<p>Historical narrative; chronology; knowledge and understanding; consequence; significance; analytical narrative (describe what Happened & analyse events to find connections that explain the way in which events unfolded).</p> <ul style="list-style-type: none"> ● The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. ● The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. ● The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. ● The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. ● The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). ● Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. 	<p>Knowledge and understanding; causation; chronology; analyse and evaluate contemporary sources; interpretations; evidence;</p> <ul style="list-style-type: none"> ● The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. ● The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. ● Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. ● Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. ● The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. ● Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. ● The impact on domestic policies 	<p>Change & continuity; similarity and difference; significance; causation; consequence; key features; trends and turning points; key factors (attitudes in society; individuals and institutions [Church and government]; science and technology); chronology.</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. 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. ● The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild. ● The influence of the Church on crime and punishment in the early 	<p>Historical context; relationship between a place and historical events and Developments; features; historical enquiry; analyse, evaluate and use contemporary sources to make substantiated Judgements.</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. The lack of employment opportunities and level of poverty. Links between the environment and crime: the significance of Whitechapel as an inner city area of poverty, discontent and crime. ● The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The tensions arising from the settlement of immigrants from Ireland and Eastern Europe. Pressures caused by the increase in Jewish immigration during the 1880s and the tendency towards segregation. The growth of socialism and anarchism in Whitechapel.

	<p>Earls, 1569–70.</p> <ul style="list-style-type: none"> ● The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. ● The reasons for, and significance of, Mary Queen of Scots' execution in 1587. ● Political and religious rivalry. ● Commercial rivalry. The New World, privateering and the significance of the activities of Drake. ● English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. ● Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'. ● Spanish invasion plans. Reasons why Philip used the Spanish Armada. ● The reasons for, and consequences of, the English victory. <ul style="list-style-type: none"> ● Education in the home, schools and universities. ● Sport, pastimes and the theatre. ● The reasons for the increase in poverty and vagabondage during these years. ● The changing attitudes and policies towards the poor. ● Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. ● The reasons for, and significance of, Drake's circumnavigation of the globe. 	<ul style="list-style-type: none"> ● The significance of the arms race and the formation of the Warsaw Pact. ● Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. ● The international reaction to the Soviet invasion of Hungary. ● The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61. ● Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident. ● Opposition in Czechoslovakia to Soviet control: the Prague Spring. ● The construction of the Berlin Wall, 1961. ● The events of the Cuban Missile Crisis. ● The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. ● Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to Berlin in 1963. ● The consequences of the Cuban Missile Crisis: the 'hotline', the Limited Test Ban Treaty 1963; the Outer Space Treaty 1967; and the Nuclear Non-Proliferation Treaty 1968. ● International reaction to Soviet measures in Czechoslovakia. ● Détente in the 1970s, SALT 1, Helsinki, and SALT 2. 	<p>of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</p> <ul style="list-style-type: none"> ● Changes in the standard of living, including wages, housing, unemployment insurance. ● Changes in the position of women in work, politics and leisure. ● Cultural changes: developments in architecture, art and the cinema. ● Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. ● The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. ● The reasons for, events and consequences of the Munich Putsch. ● Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926. ● The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. ● Reasons for the growth in support 	<p>thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending.</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. ● New definitions of crime in the sixteenth century: vagabondage and witchcraft. ● The role of the authorities and local communities in law enforcement, including town watchmen. ● The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code. ● 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. ● 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 	<ul style="list-style-type: none"> ● The organisation of policing in Whitechapel. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jews. The Whitechapel Vigilance Committee. ● 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 national and regional context: the working of the Metropolitan Police, the quality of police recruits, the role of the 'beat constable'. ● The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police. ● Knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records and census
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	<ul style="list-style-type: none"> ● The significance of Raleigh and the attempted colonisation of Virginia. ● Reasons for the failure of Virginia. 	<ul style="list-style-type: none"> ● The significance of Reagan and Gorbachev's changing attitudes. ● Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987. ● The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. ● Reagan and the 'Second Cold War', the Strategic Defence Initiative. ● The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. ● The significance of the fall of the Berlin Wall. ● The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact. 	<p>for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</p> <ul style="list-style-type: none"> ● Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. ● The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. ● The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. ● The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. ● The role of the Gestapo, the SS, the SD and concentration camps. ● Nazi control of the legal system, judges and law courts. ● Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. ● Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. ● Nazi control of culture and the arts, including art, architecture, literature and film. 	<p>Tolpuddle Martyrs.</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. ● 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. ● 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. ● 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. ● The role of the authorities and local communities in law enforcement, including the development of 	<p>returns, Charles Booth's survey, workhouse records, local police records, coroners' reports, photographs and London newspapers.</p> <ul style="list-style-type: none"> ● Knowledge of national sources relevant to the period and issue, e.g. national newspapers, records of crimes and police investigations, Old Bailey records of trials and Punch cartoons. ● Recognition of the strengths and weaknesses of different types of source for specific enquiries. ● Framing of questions relevant to the pursuit of a specific enquiry. ● Selection of appropriate sources for specific investigations.
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			and businesses (1933), the Nuremberg Laws and Kristallnacht.		
Themes	<p>Queen, government and religion, 1558–69:</p> <ol style="list-style-type: none"> 1 The situation on Elizabeth's accession 2 The 'settlement' of religion 3 Challenge to the religious settlement 4 The problem of Mary, Queen of Scots <p>Challenges to Elizabeth at home and abroad, 1569–88:</p> <ol style="list-style-type: none"> 1 Plots and revolts at home 2 Relations with Spain 3 Outbreak of war with Spain, 1585–88 4 The Armada <p>Elizabethan society in the Age of Exploration, 1558–88:</p> <ol style="list-style-type: none"> 1 Education and Leisure 2 The problem of the poor 3 Exploration and voyages of discovery 4 Raleigh and Virginia 	<p>The origins of the Cold War, 1941–58:</p> <ol style="list-style-type: none"> 1 Early tension between East and West 2 The development of the Cold War 3 The Cold War intensifies <p>Cold War crises, 1958–70:</p> <ol style="list-style-type: none"> 1 Increased tension between East and West 2 Cold War Crises 3 Reaction to Crisis <p>The end of the Cold War, 1970–91:</p> <ol style="list-style-type: none"> 1 Attempts to reduce tension between East and West 2 Flashpoints 3 The collapse of Soviet control of Eastern Europe 	<p>The Weimar Republic 1918–29:</p> <ol style="list-style-type: none"> 1 The origins of the Republic, 1918–19 2 The early challenges to the Weimar Republic, 1919–23 3 The recovery of the Republic, 1924–29 4 Changes in society, 1924–29 <p>Hitler's rise to power, 1919–33:</p> <ol style="list-style-type: none"> 1 Early development of the Nazi Party, 1920–22 2 The Munich Putsch and the lean years, 1923–29 3 The growth in support for the Nazis, 1929–32 4 How Hitler became Chancellor, 1932–33 <p>Nazi control and dictatorship, 1933–39:</p> <ol style="list-style-type: none"> 1 The creation of a dictatorship, 1933–34 2 The police State 3 Controlling and influencing attitudes 4 Opposition, resistance and conformity <p>Life in Nazi Germany, 1933–39:</p> <ol style="list-style-type: none"> 1 Nazi policies towards women 2 Nazi policies towards the young 3 Employment 	<p>c1000–c1500:</p> <p>Crime and punishment in medieval England:</p> <ol style="list-style-type: none"> 1 Nature and Changing definitions of criminal activity 2 The nature of law enforcement and punishment 3 Case study: The Church <p>c1500–c1700:</p> <p>Crime and punishment in early modern England:</p> <ol style="list-style-type: none"> 1 Nature and changing definitions of criminal activity 2 The nature of law enforcement and punishment 3 Case studies: Gunpowder Plot & Matthew Hopkins <p>c1700–c1900:</p> <p>Crime and punishment in eighteenth- and nineteenth century Britain:</p> <ol style="list-style-type: none"> 1 Nature and changing definitions of criminal activity 2 The nature of law enforcement and punishment 3 Case studies: Pentonville & Robert Peel <p>c1900–present:</p> <p>Crime and punishment in modern Britain:</p> <ol style="list-style-type: none"> 1 Nature and changing definitions of criminal activity 	<p>The historic environment:</p> <ol style="list-style-type: none"> 1 Whitechapel, c1870–c1900: crime, policing and the inner city 2 Knowledge, selection and use of sources for historical enquiries

			and living standards 4 The persecution of minorities	2 The nature of law enforcement and punishment 3 Case studies: Conscientious objectors & Derek Bentley	
Challenge	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group
Support	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group
Literacy focus	Select and use single clause and multiple clause sentences; use and position subordinate clauses to link ideas with clarity and precision; manipulate sentence structure to emphasise key ideas; use pronouns to refer back to ideas earlier in your writing; use sentence structures to refer back to ideas earlier in writing clearly and economically.	Add clear and detailed information to writing by using relative clauses and noun phrases in apposition; link ideas clearly and precisely using present participles and non-finite clauses; use conjunctions to link and indicate the relationship between points; use non-finite verbs to link relevant information or indicate the relationship between points; writing analytical narrative.	Organise ideas into paragraphs; link paragraphs to guide the reader; use key features of explanatory and analytical writing; structure writing to ensure it explains or evaluates effectively.	Use key noun phrases from the question to answer directly; write short statements to express ideas using a subject-verb construction; select nouns and verbs to convey information clearly and briefly; use expanded noun phrases; add detail using prepositional phrases; express ideas in more detail using adjectives and adverbials; use adverbials to sequence chronologically, link ideas and signal the sequence and structure of an argument.	Describing features; source analysis & evaluation skills.
Numeracy focus	Chronology; hierarchy; use of statistics and graphs; timelines	Chronology; use of statistics and graphs; timelines	Chronology; use of statistics and graphs; timelines; inflation	Chronology; change and continuity graphs; timelines; use of statistics; hierarchies	Chronology; use of statistics and graphs; timelines
Cross-curricular links	Drama & music – Tudor theatre & music DT – ship design English – Mystery plays, Shakespeare Geography - map skills; economy &	Geography - map skills; European countries and their borders; international aid PSHE/Citizenship – political ideologies and forms of government; NATO;	Art & DT – architecture, Fascist art Geography - map skills; European countries and their borders; Wall Street Crash & Gt Depression	Geography - map skills RE - religious reformation and conflict; witchcraft; PHSE/Citizenship - conscientious	Geography - map skills PSHE/Citizenship – immigration into Whitechapel; socialism and anarchism

	<p>debt; The Americas; population growth; enclosure; navigation; triangular trade</p> <p>PE – Tudor sport & leisure</p> <p>PSHE/Citizenship – structure of society & government; gender issues; UK development; revolts; foreign policy & war; international treaties</p> <p>RE – Reformation</p> <p>Spanish – history of Spain</p>	<p>revolt & revolution; conflict in the Middle East</p> <p>Science – Atomic Age; Space Race</p>	<p>Music - Wagner</p> <p>PSHE/Citizenship – political ideologies and forms of government; international diplomacy; gender issues; persecution of minorities; police state; legal system; propaganda; opposition & resistance</p> <p>RE – Protestantism and Catholicism; Holocaust</p>	<p>objectors; attitudes to women; modern crime and punishment</p>	
SMSC & MBV	<p>Cultural: Exploring, understanding and respecting diversity; Moral: Developing and expressing personal views or values; Moral: investigating moral and ethical issues; Moral: Recognising right and wrong and applying it; Moral: Understanding the consequences of actions; Social: Understanding how communities and societies function; Spiritual: Developing personal values and beliefs; Spiritual: Experiencing fascination, awe and wonder; Spiritual: Exploring the values and beliefs of others; Spiritual: Understanding human feelings and emotions; Civil and criminal law: Right and wrong; Civil and criminal law: Safety of the individual; Civil and criminal law: Executive and judiciary; Democracy: Freedom of choice; Democracy: Combatting discrimination.</p>	<p>Cultural: Exploring, understanding and respecting diversity; Cultural: Understanding and appreciating personal influences; Moral: Developing and expressing personal views or values; Moral: investigating moral and ethical issues; Social: Understanding how communities and societies function; Spiritual: Developing personal values and beliefs; Spiritual: Experiencing fascination, awe and wonder; Spiritual: Exploring the values and beliefs of others; Democracy: Freedom of choice.</p>	<p>Cultural: Exploring, understanding and respecting diversity; Moral: Developing and expressing personal views or values; Moral: investigating moral and ethical issues; Moral: Recognising right and wrong and applying it; Moral: Understanding the consequences of actions; Social: Understanding how communities and societies function; Spiritual: Developing personal values and beliefs; Spiritual: Experiencing fascination, awe and wonder; Spiritual: Exploring the values and beliefs of others; Spiritual: Understanding human feelings and emotions; Civil and criminal law: Right and wrong; Civil and criminal law: Safety of the individual; Civil and criminal law: Executive and judiciary;</p>	<p>Cultural: Exploring, understanding and respecting diversity; Moral: Developing and expressing personal views or values; Moral: investigating moral and ethical issues; Moral: Recognising right and wrong and applying it; Moral: Understanding the consequences of actions; Social: Understanding how communities and societies function; Spiritual: Developing personal values and beliefs; Spiritual: Experiencing fascination, awe and wonder; Spiritual: Exploring the values and beliefs of others; Spiritual: Understanding human feelings and emotions; Civil and criminal law: Right and wrong; Civil and criminal law: Safety of the individual; Civil and criminal law: Executive and judiciary;</p>	<p>Cultural: Exploring, understanding and respecting diversity; Moral: Developing and expressing personal views or values; Moral: investigating moral and ethical issues; Moral: Recognising right and wrong and applying it; Moral: Understanding the consequences of actions; Social: Understanding how communities and societies function; Spiritual: Developing personal values and beliefs; Spiritual: Experiencing fascination, awe and wonder; Spiritual: Exploring the values and beliefs of others; Spiritual: Understanding human feelings and emotions; Civil and criminal law: Right and wrong; Civil and criminal law: Safety of the individual; Civil and criminal law: Executive and judiciary; Democracy: Freedom of choice; Democracy: Combatting discrimination.</p>

			Democracy: Freedom of choice; Democracy: Combatting discrimination;	Democracy: Freedom of choice; Democracy: Combatting discrimination.	
ASSESSMENTS	Past exam papers	Past exam papers	Past exam papers	Past exam papers	Past exam papers
Out of school learning	N/A	N/A	N/A	N/A	Potential for visit to Whitechapel, Jack the Ripper tour & Peabody Estate

LINK TO RESOURCES: <..\Lesson resources\GCSE History>