

Curriculum Area: Year 10 History

2017/2018

Topics	Year Curriculum	How you can support learning at home, eg. books, websites, family learning through visits
<p>The American West, c1835–c1895</p> <p>The Plains Indians: their beliefs and way of life</p> <p>Students will understand:</p> <ul style="list-style-type: none"> • Social and tribal structures, ways of life and means of survival on the Plains. • Beliefs about land and nature and attitudes to war and property. • US government policy: support for US westward expansion and the significance of the Permanent Indian Frontier. • The Indian Appropriations Act 1851. <p>Migration and early settlement</p> <p>Students will understand:</p> <ul style="list-style-type: none"> • The factors encouraging migration, including economic conditions, the Oregon Trail from 1836, the concept of Manifest Destiny, and the Gold Rush of 1849. 	<p>AP1</p>	

- The process and problems of migration, including the experiences of the Donner Party and the Mormon migration, 1846–47.
- The development and problems of white settlement farming.

Conflict and tension

Students will understand:

- Reasons for tension between settlers and Plains Indians.
- The significance of the Fort Laramie Treaty 1851.
- The problems of lawlessness in early towns and settlements.
- Attempts by government and local communities to tackle lawlessness.

The development of settlement in the West

Students will understand:

- The significance of the Civil War and post war reconstruction, including the impact of the Homestead Act 1862, the Pacific Railroad Act 1862, and the completion of the First Transcontinental Railroad, 1869.
- Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; the impact of the Timber Culture Act 1873 and of the spread of the railroad network.
- Continued problems of law and order in settlements, and attempted solutions, including the roles of law officers and increases in federal government influence.



<p>Ranching and the cattle industry</p> <p>Students will understand:</p> <ul style="list-style-type: none"> • The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight and the use of the railroad network. • The impact of changes in ranching on the work of the cowboy. • Rivalry between ranchers and homesteaders. 		
<p>The American West, c1835–c1895</p> <p>Changes in the way of life of the Plains Indians</p> <p>Students will understand:</p> <ul style="list-style-type: none"> • The impact of railroads, the cattle industry and gold prospecting on the Plains Indians. • The impact of US government policy towards the Plains Indians, including the continued use of reservations. • President Grant’s ‘Peace Policy’, 1868. <p>Changes in the way of life of the Plains Indians</p> <p>Students will understand:</p> <ul style="list-style-type: none"> • 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) and the Fort Laramie Treaty (1868). 	AP2	

Changes in farming, the cattle industry and settlement

Students will understand:

- Changes in farming: the impact of new technology and new farming methods.
- 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.
- Continued growth of settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893.

Conflict and tension

Students will understand:

- The extent of solutions to problems of law and order: sheriffs and marshals.
- The significance of Billy the Kid, OK Corral (1881), Wyatt Earp.
- The range wars, including the Johnson County War of 1892.

Conflict and tension

Students will understand:

- Conflict with the Plains Indians: The Battle of the Little Big Horn, 1876 and its impact; the Wounded Knee Massacre, 1890.



<p>The Plains Indians: the destruction of their way of life</p> <p>Students will understand:</p> <ul style="list-style-type: none"> • The hunting and extermination of the buffalo. • The Plains Indians’ life on the reservations. • The significance of changing government attitudes to the Plains Indians, including the Dawes Act 1887 and the closure of the Indian Frontier. 		
<p>Anglo-Saxon and Norman England, c1060–88. Introduction and overview of Anglo-Saxon and Anglo-Norman England, 1060–1088.</p> <p>Anglo-Saxon society</p> <p>Students will understand:</p> <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> <p>Students will understand:</p> <ul style="list-style-type: none"> • The house of Godwin. Harold Godwinson’s succession as Earl of Wessex. • The power of the Godwins • Harold Godwinson’s embassy to Normandy. • The rising against Tostig and his exile. 	AP3	

- The death of Edward the Confessor.

The rival claimants for the throne

Students will understand:

- The motives and claims of William of Normandy, Harald Hardrada and Edgar.
- 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.

The Norman invasion

Students will understand:

- The Battle of Hastings.
- Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics.

Establishing control

Students will understand:

- The submission of the earls, 1066.
- 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 and Norman England, 1060-1088</p> <p>Establishing control</p> <p>Students will understand:</p> <ul style="list-style-type: none"> • The submission of the earls, 1066. • 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>The causes and outcomes of Anglo-Saxon resistance, 1068–71</p> <p>Students will understand:</p> <ul style="list-style-type: none"> • The revolt of Earls Edwin and Morcar in 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> <p>Students will understand:</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>AP4</p>	
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- How William I maintained royal power.

Revolt of the Earls, 1075

Students will understand:

- Reasons for and features of the revolt.
- The defeat of the revolt and its effects.

The feudal system and the Church

Students will understand:

- 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 roles 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.

Norman government

Students will understand:

- Changes to government after the Conquest.
- Centralised power and the limited use of earls under William I.

<ul style="list-style-type: none"> • The role of regents. • The office of sheriff and the demesne. • Introduction and significance of the 'forest'. • Domesday Book and its significance for Norman government and finance. <p>The Norman aristocracy</p> <p>Students will understand:</p> <ul style="list-style-type: none"> • The culture and language of the Norman aristocracy. • The career and significance of Bishop Odo. <p>William and his sons</p> <p>Students will understand:</p> <ul style="list-style-type: none"> • The character and personality of William I and his relations with Robert. Robert and revolt in Normandy, 1077–80. • William's death and the disputed succession. William Rufus and the defeat of Robert and Odo. 		
<p>Crime and punishment in Britain, c1000–present and Whitechapel c1870–c1900: crime, policing and the inner city</p> <p>Introduction and overview to Crime and punishment in Britain, c1000–present</p> <p>Students will understand:</p>	AP5	

- How and why have the nature and definitions of criminal activity and the nature of law enforcement and punishment changed over time?
- An overview of key features in the development of crime and punishment and how these were linked with the key features of society in Britain in the periods studied.

c1000–c1500: Crime and punishment in medieval England

Brief overview of the period: medieval England

Nature and changing definitions of criminal activity

Students will understand:

- 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 nature of law enforcement and punishment

Students will understand:

- 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.

Case studies

Students will understand:

- 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.

c1500–c1700: Crime and punishment in early modern England

Brief overview of the period: Britain 1500–1700

Nature and changing definitions of criminal activity

Students will understand:

- 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 nature of law enforcement and punishment

Students will understand:

- 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.



<p>Case studies</p> <p>Students will understand:</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. • How much did attitudes to criminal activity change during this period? • How much did the nature of law enforcement and punishment change 1500–1700? • How much did attitudes to crime and punishment change 1000–1700? • Summary of the influence of key factors on change and continuity in the years c1500–1700. 		
<p>Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city</p> <p>c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain</p> <p>Brief overview of the period: Britain 1700–1900.</p> <p>Nature and changing definitions of criminal activity</p> <p>Students will understand:</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. 	AP6	

The nature of law enforcement and punishment

Students will understand:

- 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.

Case studies

Students will understand:

- 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.
- How much did attitudes to criminal activity change during this period?
- How much did the nature of law enforcement and punishment change 1700–1900?
- How much did attitudes to crime and punishment change 1000–1900?
- Summary of the influence of key factors on change and continuity in the years c1700–1900.



c1900–present: Crime and punishment in modern Britain

Brief overview of the period: Britain 1900 to present

Nature and changing definitions of criminal activity

Students will understand:

- 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 nature of law enforcement and punishment

Students will understand:

- 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.
- 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.



Case studies

Students will understand:

- 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.
- How much did attitudes to criminal activity change during this period?
- How much did the nature of law enforcement and punishment change 1900–present?
- How much did attitudes to crime and punishment change 1000–present?
- Summary of the influence of key factors on change and continuity in the years c1900–present.

