



Year 11 History



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

COLD WAR UNIT

Ideology: Students will know the difference between capitalist and communist and how this split apart two former allies.

Conferences: Students can identify the three conferences attended by the Grand Alliance and describe a key term from each.

Tension: Students can look at key actions of the Soviets and Americans that led to increasing tensions and fears.

Berlin Crisis: Students can narrate events in Berlin between 1945-49. They understand how tensions increased and how the crisis was ended and the consequences of it.

Revolution: Students can explain why revolutions took place, how they were dealt with and the consequences of that.

M.A.D: Students can determine how mutually assured destruction was a result of earlier actions on the Cold War and can show how it led to a decrease in tensions

Arms Race: Students show how the race for space occurred and why it was so competitive .

Détente: Looking at motives for easing tensions, give different examples of it in actions but also look at how it came to an end.

SDI: Students can describe how tensions were increased by the program.

Glasnost & Perestroika: Looking at how two ideas reformed a country and led to improved relations and the end of the Cold War.

Core Skills

Description: Students are able to make nice clear points and develop them with detailed and supportive evidence.

Explanation: Students can make clear arguments that are substantiated with supportive, accurate and detailed knowledge.

Judgements: Students can evaluate factors and make comparisons between them to determine what the most important/significant factor is.

Cause & Consequence: Students are able to explain how events happen and then look at the impact they had and whether this makes things better or worse.

Historical Narrative: Students can analytically navigate through events showing how one thing led to another.

Inference: Students can look at information and determine what message it is trying to convey.

Source Utility: Students are able to look at primary sources of information and determine how useful they are in an investigation into past events.

Questioning: Students can pose strong questions that move investigations forward and know where they might be able to follow up to answer those questions.



What have students at St. Crispin's been taught to understand and be able to do?

CRIME & PUNISHMENT UNIT

Anglo Saxons: Students will know how laws were determined. They can give example of crimes and punishments.

Normans: Ability to see what changes they made to the country and enforcements methods.

Medieval Church: Understand the conflict between church and crown and how this influenced punishment and enforcement of crimes.

Treason & Heresy: Appreciate how religious turmoil of the Tudor and Stuart period adjusted who was convicted of these crimes.

Religion: Students can see how it influenced crimes and punishments and led to the creation and decline of witchcraft.

Bloody Code: Understand why harsher punishments were introduced and the success rate that they had.

Transportation: Looking at new methods of punishments and how they impacted crime rates.

Smuggling: Look at items that were brought in, why it grew in appeal and how it was dealt with.

Police: Students will look at the establishment of the first force and why it was introduced. They can make comparisons to the institutions that were in place before.

Unions: Students will look at the impact industrialization had and how unions were formed and why they were punished.



Year 11 History continued



What have students at St. Crispin's been taught to understand and be able to do?

Prison: Understand how they changed over time and the reforms that were introduced.

Conscientious Objectors: Understand how attitudes changed to them over the course of the modern era.

Death Penalty: Students will look at why it was slowly abolished.

Media: Students will discuss the involvement that the press play in affecting crime and punishment.

How has learning been assessed?

Both of our topics are split into units. The Cold War topic has three parts to it and the Crime and Punishment has five parts. Before each test a revision session is delivered to students so that they can learn different revision techniques.

The tests are as follows:

End of Unit Test 1:

COLD WAR: Students are guided through the paper by their teacher. There are no timed conditions and books are allowed. The answers have been partially completed and students are expected, following advice, to complete the questions.

End of unit Test 2:

COLD WAR: Students are told the questions in advance and allowed to plan for them. Students then sit the exam in timed conditions in the classroom.

CRIME & PUNISHMENT: Students are guided through the paper by their teacher. There are no timed conditions and books are allowed. The answers have been partially completed and students are expected, following advice, to complete the questions.

End Of Unit Test 3:

COLD WAR: Students are given a sheet which has a list of possible questions for the topic. Any of those questions could be chosen for students to complete in timed conditions in class.

CRIME & PUNISHMENT: Students are told the questions in advance and allowed to plan for them. Students then sit the exam in timed conditions in the classroom.



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How has learning been assessed?

End of Unit Test 4:

CRIME & PUNISHMENT: Students are given a sheet which has a list of possible questions for the topic. Any of those questions could be chosen for students to complete in timed conditions in class.

MOCKS: Students will complete a mock paper for Germany in Year 11 which is in timed conditions and is sat in the main school hall as part of a formal mock process.

What is coming up in the following year?

Cold War

Students will then look at the modern world and see how two former allies became enemies. It will teach them new definitions of warfare and give them a political understanding, which will help them to appreciate today's geopolitical system. Two countries competing against each other saw a city divide itself in half, attempts to build lasers in space, and athletes banned from attending the Olympics.

Development of the War: In the first Unit students understand how the allies fell out over differing ideologies. They look at how tensions continued to increase through the development of weapons and placements of armies. Tensions erupt in Berlin and planes have to fly supplies. Eventually Germany is officially split in two.

Three Crisis: A wall being built in a city, a blockade around a small island and a country desperate for freedom. Students establish how three major crisis of the Cold War started, played out and the impact this then had on the war.

End of the Cold War: Students will see relations improve to the point that both nations meet in space. However, the peace does not last with an Olympic boycott. Only the emergence of a new Soviet leader can promote good relations and students work out how two bitter enemies are able to end the long conflict.

Crime & Punishment c1000-Today

Students will delve far into the past to see how society punished those who broke the law. The course enables students to understand the criminal justice system; and how and why we punish people the way we do. It gives them the ability to compare and contrast, and explain what motivates changes to society. We also pay a visit to Whitechapel in 1888, and look at the infamous character of Jack the Ripper and ask students to consider how he was able to get away with it.

- **Medieval:** The course begins with the Anglo-Saxons and establishes what were the most common crimes, how they were punished and who enforced them. Students then track the changes over the medieval period to see how the Church and monarchy battled for control of the courts and punishments became more severe.



Year 11 History continued



What is coming up in the following year?

Early Modern: The Tudors and Stuarts made huge changes to religion and this impacted massively on crime and punishment. New methods of torture were used to punish extreme criminals and students learn how who was in charge depended on whether or not you were a criminal.

18th & 19th Century: As Britain industrialised, new ideas and a larger population saw crime increase. Harsh punishments saw more executions and yet crime continued to rise. Students look at how new technology saw the rise and fall of certain crimes and how a new police force came into existence.

Modern: Electronic tags, computer hacking and neighborhood watch. In a world dominated by technology students see how crime has evolved and the new attitudes towards punishment.

Whitechapel: In this case study students investigate why the police struggled to catch the killer.