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| **Year** | 9 | **Subject** | History |
| **Lessons** | 12 | **Topic** | Paper 1 - Crime and Punishment  |
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| **Lesson** | **Title** | **L.O.s** | **Literacy / Numeracy / Skills** | **Differentiation / Extension** |
| 1 | Introduction – Punishment through time  | * To define important words to do with change.
* To describe our ideas about change.
* To explain how features of a period may affect crime and punishment.
 | * Live Marking
* Extended writing – PEE format
 | Embedded in lessons and resource folder. |
| 2 | 1000 – 1500: Definitions of Crime  | * To describe changes to crime in Medieval England.
* To assess the change in the Medieval Period.
* To evaluate the biggest changes.
 | * Live Marking
* Extended writing – PEE format
* Group work
 | Embedded in lessons and resource folder. |
| 3 | 1000 – 1500: Law Enforcement  | * Describe different methods of Anglo Saxon Law enforcement
* Explain how and why Trials by Ordeal were used.
* Evaluate who was more responsible for Anglo Saxon Law Enforcement
 | * Live Marking
* Extended writing – PEE format
* Source analysis
 | Embedded in lessons and resource folder. |
| 4 | 1000 – 1500: Punishment  | * Describe how medieval punishments changed.
* Explain why they changed.
* Evaluate the changes to punishment in the medieval era.
 | * Live Marking
* Extended writing and GCSE questions
* Source analysis
 | Embedded in lessons and resource folder. |
| 5 | 1000 – 1500: Case Study  | * To describe the role of the church in Medieval Crime and Punishment.
* To explain why the Church and Crown came into conflict.
 | * Live Marking
* Extended writing and GCSE Questions
* Source analysis
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| 6 |  1500 – 1700: Definitions of Crime  | * To outline changes in the period 1500-1700
* To describe religious law changes.
* To evaluate the extent of change.
 | * Live Marking
* GCSE style questions
 | Embedded in lessons and resource folder. |
| 7 | 1500 – 1700: Law Enforcement  | * To describe law enforcement methods.
* To analyse change.
* To evaluate how effective law enforcement was
 | * Live Marking
* Extended writing and GCSE Questions
 | Embedded in lessons and resource folder. |
| 8 | 1500 – 1700: Punishment  | * Describe punishment in the Early Modern period.
* Explain the purpose of punishment in the Early Modern period.
* Explain and evaluate the change and continuity in punishment between the Medieval and early Modern period.
 | * Live Marking
* Extended writing and GCSE Questions
 | Embedded in lessons and resource folder. |
| 9 | 1500 – 1700: Case Study  | * Describe the events of the Gunpowder plot.
* Explain the causes and consequences of the Gunpowder plot.
* Explain and evaluate the change and continuity in punishment between the Medieval and early Modern period.
 | * Live Marking
* GCSE style questions
 | Embedded in lessons and resource folder. |
| 10 | 1500 – 1700: Witchcraft  | * Describe beliefs about witches.
* Explain why the witch hunts happened.
* Judge whether Matthew Hopkins was the biggest cause of the witch hunts.
 | * Live Marking
* GCSE style questions
 | Embedded in lessons and resource folder. |
| 11 | Assessment  | * Check progress over this half term and practice exam-style questions.
 | * Live Marking
* GCSE style questions
 | Embedded in lessons and resource folder. |
| 12 | Assessment feedback  | * Check progress over this half term and practice exam-style questions.
 | * Live Marking
* GCSE style questions
 | Embedded in lessons and resource folder. |
| **Prior Knowledge** | **Assessment Opportunities** |
| Students will have covered areas of crime and punishment throughout school in subjects such as History, Geography, Citizenship and RS. They will be familiar with key terms such as police, crime, punishment, criminal, prison. They may have some knowledge of the key case studies e.g. Guy Fawkes.  | Live marking opportunitiesPeer assessmentPEE format GCSE style questionsDPR Assessment 2 (Y9) |
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