

KEVICC KS3 Curriculum:	Subject: History	Key terms and vocabulary.
Year: 9 Term: Summer 1 and 2	Topic: Crime and Punishment, c1250-Present	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?
<p>What is the essential knowledge from this unit? What do students need to remember and understand?</p> <p><u>Conceptual focus is change and continuity.</u></p> <p>This topic is a breadth study into the changing nature of Crime, Punishment, and Law Enforcement from c.1250-Present Day. This module provides students with an opportunity to look at a wider scope of History, considering contextual factors and the influence they have on crime, punishment, and law enforcement across the four key time periods: 1250-1500 (Medieval), 1500-1750 (Early Modern), 1750-1900 (Industrial), 1900-Present (Modern).</p> <p>Students will engage with this topic through a wider understanding of change and continuity as the central conceptual foci of the module, however they will also look at the other concepts, such as the causes of increase in crime.</p> <p>The assessments will be directly derived from the GCSE OCR-B syllabus, as it provides students with an opportunity to directly engage with the style of questions that they would face, should they take the GCSE at Key Stage 4.</p> <p>This will widen their skill-set, as the students will interact with questions that require them to explain, analyse, and evaluate.</p>		<p>Conceptual vocabulary will be present throughout the topic:</p> <p>Change Continuity Cause Consequence Significance Similarity Difference</p> <p>Period specific terminology will also be present throughout the course.</p> <p>Understanding checked through questioning and regular feedback.</p>
<p>What prior learning supports understanding of this content?</p> <p>A base understanding of chronology over time will support students but no prior understanding of crime and punishment required.</p>	<p>How does this content link to future learning?</p> <p>This is a direct module from the GCSE and will aid all students to develop a wider understanding of transferable skills, even if they do not choose to take the GCSE.</p>	<p><u>Period and content specific terminology</u></p> <p>Change, Continuity, Crime, punishment, The Bloody Code, Treason, Vagrants, Heresy, JPs, Jury, Hanging, drawing and quartering, clergy, pillory, stocks, cucking stool, smuggling, Highway robbery, assizes, the Industrial Revolution, penny dreadful, Metropolitan Police, Bow Street runners, CID, technology.</p>
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Reading activities of sources provided by teachers to develop comprehension and literacy.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Writing tasks provided every lesson – some comprehension from source material, some creative. All focused on the conceptual focus.</p>	
<p>Key assessments:</p> <p><i>How will students review the information learned?</i></p> <p><i>How will feedback be seen?</i></p> <p>Recaps every three lessons to assess knowledge (AO1), with quick-fire questions and immediate answers in low-stakes quizzing. This will also present opportunities for self-assessment and a purple pen exercise.</p> <p>Mid-topic assessments after each key time period, looking at a different part of the GCSE exam and a different skill: explain, analyse, evaluate.</p>		