

Ursuline College Curriculum Implementation: History Y11 2026-27



Curriculum Intent	<i>'I have come so that they may have life and have it to the full.'</i> John 10: Chapter 10. V 10 Inspired by the Gospel values of love, joy, and compassion, we nurture and develop the whole child so that each unique individual grows in confidence and has the knowledge and skills to enable them to achieve their true potential. Our aim in the History Department is to produce historians who can make well rounded judgements. By emphasising the concepts of change and continuity in our teaching we are promoting essential analytical skills. Through the topics that we have selected students will be able to demonstrate a well-rounded understanding of significant events in British, European and non- European history and make links and comparisons across time periods. By ensuring that topics studied are coherent and, at times, thematic students will develop contextual knowledge surrounding events and a detailed understanding of their impact, relevance and importance. History at Ursuline College helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Respecting each other, helping each other and bearing with each other: Getting better never stops.	
Year 11 Intent	Our aim in Year 11 is to develop students' knowledge and understanding of Crime and Punishment through the history of the USA 1929-2000 whilst enhancing their source analysis skills and ability to consider different interpretations as well as recapping previous units and focusing on exam skills in preparation for GCSE examinations.	
Exam Board & Specification	Eduqas: GCSE History Component 1: Studies in Depth – 1B. The Elizabethan Age 1558-1603, 1G. Germany in transition 1919-1939 Component2: Studies in Breadth – 2A. The Development of the USA, 1929-2000, 2E. Changes in Crime and Punishment in Britain, c.500 to present	
Cycle 1	Term 1 02 09 26 – 23 10 26 7 weeks	Term 2 02 11 26 - 18 12 26 7 weeks
Focus & Skills (Inc paper/ unit focus) AO1 – Knowledge AO2 – Explain and analyse	The Elizabethan Age • KQ4: How successfully did Elizabeth deal with the problem of religion? • KQ5: Why were the Catholics such a serious threat to Elizabeth? • KQ6: How much of a threat was the Spanish Armada? • KQ7: Why did the Puritans become an increasing threat during Elizabeth's reign?	Crime and Punishment in England • KQ1: What have been the main causes of crime over time? • KQ2: How has the nature of criminal activity differed and changed over time?
Links to CST	• <i>As we study religious problems in Elizabethan England, we are called to reflect on how God's option for the poor and vulnerable reminds us of the importance of treating people with dignity and compassion,</i>	• <i>As we study the causes of crime in England from c.500 to the present day, we are called to reflect on how God's option for the poor and vulnerable encourages us to understand the social and economic challenges that can affect people's choices and life opportunities.</i>

	<i>especially when they face discrimination or exclusion because of their beliefs.</i> • <i>As we study the Catholic threat in Elizabethan England, we are called to reflect on how God's option for the poor and vulnerable challenges us to consider the experiences of those who faced suspicion, discrimination or persecution because of their faith.</i> • <i>As we study the Spanish Armada, we are called to reflect on how God's option for the poor and vulnerable reminds us that the consequences of war and conflict are often felt most deeply by ordinary people whose lives and livelihoods are placed at risk.</i> • <i>As we study the Puritan threat in Elizabethan England, we are called to reflect on how God's option for the poor and vulnerable challenges us to treat those with different beliefs fairly and to protect the dignity of people who may be excluded or marginalised.</i>	• <i>As we study types of crime in England from c.500 to the present day, we are called to reflect on how God's option for the poor and vulnerable encourages us to understand how different crimes can affect individuals and communities, particularly those who are least able to protect themselves.</i>
Explicit Skill Content	• The Problem of Religion (religious problems/aims of settlement/Middle Way and enforcement and reaction) • The Catholic Threat (MQS/Rebellion/Papal Bull/Plots/Execution) • The Spanish Armada and its consequences • The Puritan threat (individuals/parliament and groups)The religious problem and aims of the settlement	• Causes of crime (Saxon and Medieval/Tudor and Stuart/Industrial and Modern) • Types of crime (Saxon and Medieval/Tudor and Stuart/Industrial and Modern)
Homework	GCSE Elizabeth revision workbook	
Assessment	• <i>PQ5: How far do you agree with this interpretation of the Religious Settlement of 1559? (16 marks + 3 SPAG).</i> • <i>PQ 5: How far do you agree with interpretation A of the Catholic threat to Elizabeth? (16+3)</i> • Short practice questions at the start of each lesson. • Set 1 Mocks	• <i>PQ 2: Which of the two sources is more reliable to an historian studying the nature of criminal activity over time?)</i> • Short practice questions at the start of each lesson
Disciplinary Literacy Vocab	Content words: Settlement, compromise, uniformity, conformity, doctrine, liturgy, supremacy, authority, legitimacy, continuity, change, Act of Supremacy, Act of Uniformity, Royal Injunctions, Book of Common Prayer, recusancy, clergy, Protestantism, Catholicism, Via Media, balance, resolve, mitigate, consolidate, stabilise, enforce, resistance, opposition, tension, adaptation, treason, conspiracy, loyalty, allegiance, persecution, martyrdom, security, Mary Queen of Scots, Northern Rebellion, Ridolfi Plot, Throckmorton Plot, Babington Plot, Papal Bull, excommunication, execution, escalation, justification, suppression, surveillance, threat	Content words: crime, causation, motive, poverty, inequality, unemployment, social conditions, economic pressure, migration, urbanisation, industrialisation, authority, governance, control, enforcement, deterrence, punishment, opportunity, lawlessness, conflict, religion, superstition, feudal system, hierarchy, rebellion, protest, political instability, war, population growth, technological change, social reform, modernisation, Saxon, Medieval, Tudor, Stuart, Industrial, Modern, heresy, treason, vagrancy, poaching, smuggling, witchcraft, highway robbery, petty theft, violent crime, moral crime, economic

	perception, radicalisation, severity, consequence, deterrence, conflict, defence, strategy, naval power, empire, rivalry, Spanish Armada, Philip II, privateers, Sir Francis Drake, fire ships, Gravelines, propaganda, Anglo-Spanish War, causation, turning point, superiority, inferiority, tactical advantage, climate, weather impact, national identity, prestige, reform, radicalism, dissent, governance, Puritans, Presbyterianism, prophesyings, vestments controversy, Archbishop Whitgift, Cartwright, parliamentary opposition, challenge, influence, pressure, undermine, confrontation, reformist agenda, control, compliance Exam skill words: analyse, evaluate, assess, interpret, examine, investigate, compare, cause and consequence, change and continuity, significance, interpretation, perspective, evidence, complexity, coherent, sequenced	crime, organised crime, protest crime, political crime, cybercrime, fraud, identity theft, terrorism, anti-social behaviour, regulation, legislation, continuity, change, significance, consequence, influence, impact, development, escalation, decline, reform, prevention, justice, inequality, marginalisation, deprivation Exam skill words: analyse, evaluate, assess, interpret, examine, investigate, compare, cause and consequence, change and continuity, significance, interpretation, perspective, evidence, complexity, coherent, sequenced
Texts/ Resources	The Elizabethan Age revision workbook	
Cycle 2	Term 3 04 01 27 – 12 02 27 6 weeks	Term 4 23 02 27 – 25 03 27 5 weeks
Focus & Skills (Inc paper/ unit focus)	• KQ3: How has the responsibility for enforcing law and order changed over time? • KQ4: How effective have methods of combatting crime been over time? • KQ5: How have methods of punishment changed over time? • KQ6: Why have attitudes to crime and punishment changed over time? • KQ7: Changes to an historic site study (Liverpool Policing 1787-1900)	• Revisit Germany in transition unit • Revisit Development of the USA unit
Links to CST	• <i>As we study enforcing law and order in England over time, we are called to reflect on how God's option for the poor and vulnerable challenges us to ensure that justice protects the dignity of all people, especially those who are most vulnerable in society.</i> • <i>As we study methods of combatting crime over time, we are called to reflect on how God's option for the poor and vulnerable encourages us to create safer communities while respecting the dignity and worth of every person.</i> • <i>As we study methods of punishment over time, we are called to reflect on how God's option for the poor and vulnerable challenges us to consider whether punishments uphold human dignity, show compassion and offer opportunities for justice and restoration.</i>	

	- As we study changing attitudes to punishment over time, we are called to reflect on how God's option for the poor and vulnerable encourages societies to balance justice with mercy, recognising the dignity and potential for change in every person. - As we study policing in Liverpool from 1787–1900, we are called to reflect on how God's option for the poor and vulnerable challenges us to consider how law enforcement can protect communities while treating all people with fairness, dignity and respect.	
Explicit Skill Content	Enforcing and Combatting Crime (Saxon and Medieval, Tudor and Stuart, Industrial and Modern) Punishments and attitudes (Saxon and Medieval, Tudor and Stuart, Bloody code, Industrial, prisons and prison reform and Modern, abolition of death penalty) Historic Site Study, Policing in Liverpool 1787-1900 (context, features and significance)	Germany recap/revision 5 Problems of Weimar - Recovery - Rise of the Nazi's - Consolidation - Domestic policy - Terror and persuasion - Foreign policy USA Recap/Revision - Downturn and Recovery - Impact of WWII - Civil Rights - Civil Rights - Political Change - The Cold War - The Search for World Peace - Social Change
Homework	GCSE 9-1 Revision guide, practice questions and crime revision workbooks	
Assessment	- PQ5: (enforcing or combatting crime) - PQ 5: MARKED: PQ5 - attitudes over time - Short practice questions at start of each lesson	Various mock papers and practice questions
Disciplinary Literacy Vocab	Content specific: law and order, enforcement, authority, responsibility, community, collective responsibility, state control, government, policing, surveillance, justice system, deterrence, prevention, effectiveness, success, failure, impact, consequence, development, reform, professionalisation, centralisation, consistency, change, continuity, medieval watchmen,	

	tithings, hue and cry, parish constables, night watch, thief-takers, Bow Street Runners, Metropolitan Police, Robert Peel, police force, detectives, CID, specialisation, technology, forensic science, fingerprinting, DNA, patrol, crime prevention, punishment, retribution, deterrence, rehabilitation, reformation, incapacitation, execution, corporal punishment, capital punishment, transportation, imprisonment, fines, community service, prison system, prison reform, Howard, Elizabeth Fry, attitudes, beliefs, values, religion, morality, social change, influence, public opinion, humanitarianism, reform movement, inequality, power, authority, fear, control, protest, crime perception, Liverpool, policing, docks, port city, migration, trade, smuggling, organised crime, urban growth, industrialisation, poverty, overcrowding, public health, local authority, dock policing, river police, borough police, tensions, enforcement strategies, challenges, effectiveness, legacy Exam skills: significantly, partially, to a great extent, largely, however, on the other hand, in contrast, similarly, consequently, therefore, this suggests, this implies, this demonstrates, this highlights, crucially, ultimately	
Revision Material Sources	GCSE Revision 9-1 guide GCSE Germany revision booklet GCSE Elizabeth Revision booklet GCSE Crime & Punishment revision booklet	