The American West, c1835–c1895

Key topic 1: The early settlement of the West, c1835–c1862	☹ Not sure	😐 Almost there!	🙂 Got it sussed!
The Plains Indians: their beliefs and way of life • 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.			
Migration and early settlement • The factors encouraging migration, including economic conditions, the Oregon Trail from 1836, the concept of Manifest Destiny, and the Gold Rush of 1849. • 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 • 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.			

Key Topic 2: Development of the plains, c1862–c1876	☹ Not sure	😐 Almost there!	🙂 Got it sussed!
The development of settlement in the West • 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.			
Ranching and the cattle industry • The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network. • The impact of changes in ranching on the work of the cowboy. • Rivalry between ranchers and homesteaders.			
Changes in the way of life of the Plains Indians • 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. • 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).			

The American West, c1835–c1895

Key topic 3: Conflicts and conquest, c1876–c1895	☹️ Not sure	😐 Almost there!	😊 Got it sussed!
Changes in farming, the cattle industry and settlement	• 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	• 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 with the Plains Indians: the Battle of the Little Big Horn, 1876 and its impact; the Wounded Knee Massacre, 1890.			
The Plains Indians: the destruction of their way of life	• 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.			

Review, Revise, and Relearn to MASTER this topic

	The American West, c1835–c1895	☹️ 1st time reviewed: Not sure	😐 2nd time reviewed: Almost there	😊 3rd time reviewed: Mastered
1	Key topic 1: The early settlement of the West, c1835–c1862			
2	Key Topic 2: Development of the plains, c1862–c1876			
3	Key topic 3: Conflicts and conquest, c1876–c1895			

	Topic	Key issues and evidence	Check	Check	Check	Check	Check	Check
Queen, government and religion, 1558-69	England in 1558	Society, population, towns/cities, London's importance and Cloth/Wool Trade's importance						
	Structure of Government	Monarchy, Lords & Commons (Parliament) and the Privy Council						
	Elizabeth's legitimacy to rule	How were women (rulers) viewed, background to Elizabeth's claim to the throne						
	Importance of marriage	The importance of getting married and produce an heir to bring stability and hope						
	Elizabeth's character	Elizabeth's self-confidence, indecisive nature, religious beliefs and her intelligence. (Strengths/Weakness)						
	Initial challenges at home	Domestic problem caused by taxation as well as poor harvests						
	Initial challenges from abroad	Threat from France (background to poor relations, link to Scotland 'Auld Alliance')						
	Different religions in England	Background to religious roller coaster (Henry, Edward, Mary) – what did England want form Elizabeth?						
	Catholics	Their beliefs and practices, strength of support in different parts of England						
	Protestants	Their beliefs and practices, strength of support in different parts of England						
	Puritans	Their beliefs and practices, strength of support in different parts of England						
	Elizabeth's religious settlement	Role of Mary's Bishops in 1558, middle ground, compromise, bit catholic and protestant						
	Act of Supremacy/uniformity	1559: What was it? What was its impact?						
	Church of England	CofE's role in society – position in town/village life & Parish clergy – NOTE: CofE is Protestant						
	Puritan challenge to Settlement	Puritan challenge – what did they do and how important was this opposition						
	Catholic challenge to settlement	State of Catholic England in 1558, influence in outlying areas (esp. North), Catholic nobles threat						
	Catholic threats from abroad	Pope's opposition – excommunication 1570 (link to plots). Threats from Catholic France & Spain						
	Mary Queen of Scots	Arrival in England 1568 (Background), MQS legit claim to throne. Catholic support.						
	Relations between MQS & E.	Problems caused by Mary's arrival, Elizabeth's attitude to Mary and her concern						
	Casket Letters / York Conference	Investigations in to Mary's alleged wrong doing						
Challenges to Elizabeth from home and abroad 1569-88	Northern Rebellion 1569	Strength of Catholicism in north, nobles angry and losing 'power'. Elizabeth's response and consequences						
	Ridolfi Plot	Background and aims, outcome – Threat level						
	Throckmorton Plot	Background and aims, outcome – Threat level						
	Babington Plot	Background and aims, outcome – Threat level - Finished Mary Queen of Scots off						
	Walsingham & use of spies	Efficient network of spies, Walsingham's methods (ciphers in written communications etc)						
	Mary Queen of Scots executed	Mary's involvement in the plots, significance of her execution of a legit queen – implications for Elizabeth						
	Spain: Philip II's anger	Philip's plans for retaliation against England for killing a Catholic Queen						
	Spain: Political/Religious rels.	Philip's power in Europe, his strong Catholicism, opposition to religious settlement						
	Spain: Pirating (Francis Drake)	Exploring the New World, Trade in Netherlands, Drake's pirating / attacking of Spanish ships						
	War with Spain 1585-88	Navy's support of the Protestant Dutch against Spain, Dudley's disastrous expedition						
	Treaty of Nonsuch 1585	Trying to prevent the collapse of the Dutch revolt						
	Singeing of kings beard (Cadiz)	Drake spying on Spanish naval activity, attacking Spanish fleet at Cadiz 1587, Angered Philip II (Link to Armada prep.)						
	The Spanish Armada 1588	· Background, long & short term causes (MQS, Pirating, Cadiz etc)						
		· Spanish Invasion plans ('Enterprise of England', transporting Parma's army from Netherlands (failure)						
		· What happened (Spain's surprise defeat)						
		· The remnants (what was left of the Spanish fleet) of the Armanda's journey home						
	Reasons for England's victory	Technology and tactics (Fire ships at Calais, smaller ships, Tilbury speech)						
	The end of Spanish threat	England emerged as a strong naval power, significance of this in 1588 for trade and exploration						
Elizabethan society in the Age of Exploration 1558-88	Education	Education at home, Parish & Grammar schools and expansion of universities (Link to printing press)						
	Leisure	Fishing, football, bear-baiting and cockfighting. Aristocrats – fencing, bowls, tennis.						
	Public theatres	Especially in London, The acting companies, theatres in Southwark (Shakespeare)						
	Problem of the poor: Long Term	Reasons for increase in poverty & vagabondage –Enclosure, inflation, rising population						
	Problem of the poor: Short Term	High taxation, bad harvests of the 1550s and 1560s						
	Govt's changing attitude to poor	Fear that growing poverty would lead to disorder/rebellion changed attitudes						
	Vagabonds Act 1572	Aims and effects of this act						
	Act for relief of the poor 1576	Aims and effects of this act						
	Idle poor and deserving poor	A clear distinction between the genuine and deserving poor and the idle poor						
	Voyages of discovery: Tech	Better technology (shipyards) developing faster and more stable ships, new transatlantic navigational aids						
	Competing with other powers	The need to acquire overseas possessions, explore and extend trade (beginnings of British Empire)						
	Growth of Trade: East India Co.	The need to create trading companies such as the East India Company						
	Drakes circumnavigation	Reasons for Drake's journey around the globe, major successes returning in 1580 with huge treasures						
	Walter Raleigh	Who was he, the granting of a patent to colonise Virginia, 1584						
	Roanoke Island 1585-86, 87	Attempts to establish a permanent settlement on Roanoke Island, disappearance of Lost Colonists						
	Failure of Virginia	Reasons for failure: Bad planning of the colony, inadequate food, no follow up settlers due to Armada						

How to Use these Sheets

The sheets contained in this document are intended to help you focus your intervention programme.

This Document contains:

1 - This sheet of 'Instructions'
2 - Student Tracker
3 - Teacher Tracker

The PiXL Process

At the heart of the PiXL process is the concept of **DIAGNOSIS - THERAPY - TESTING**.

If **DIAGNOSIS** is thorough and systematic then we are much more likely to be effective in targeting intervention, **THERAPY**, according to identified need, rather than relying upon a series of general revision sessions. It is crucial that objective **TESTING** takes place following interventions to confirm that what was a learning insecurity has been converted into a learning security.

This **PERSONALISED LEARNING CHECKLIST** will enable you to conduct a thorough and systematic **DIAGNOSIS** for your remaining target students according to their target status:

The diagnostic judgement results in 1 of 3 conclusions:

•An individual student is '**Secure**' in this topic. 'Secure' means they can recall this knowledge or skill: score 80% +
•A student is '**Insecure**' in this topic. 'Insecure' meaning that they have some grasp of the topic between 50% & 79%
•A student has '**No Understanding**' of this topic, meaning that they are scoring less than 50% and therefore cannot demonstrate secure understanding of that topic

The sheets contained in this document are **conditionally formatted**. Therefore, if you enter a **'1' for 'Secure', the cell will turn Green**; enter a **'2' for 'Insecure' and the cell will turn Yellow**. Enter a **'3' for 'No Recall' and the cell will turn Red**.

This exercise will identify two vital elements which will enable you to target intervention with laser precision:
•The specific individual learning needs of each student in the target group which can be addressed through small group intervention
•The topics which need to be taught to whole groups. This may be because they have yet to be taught or because they have been taught but not learned.

Testing (**Diagnosis)** should be regular and systematic:
        Knowledge tests
        Recall questions at the start or end of the lesson
        Short topic tests
The emphasis will be on carefully **PLANNING** opportunities for testing throughout the lessons followed by systematic intervention.

How to Use these sheets

1- Enter student names and target grades into the Teacher Tracker sheet
2 - Enter topic and knowledge into the Student Tracker - these will automatically feed into your Teacher Tracker Sheet

Personalised Learning Checklist

Course and Examining Board:	History: Edexcel					
Unit of Work:	**Crime and Punishment c1000-present**					
Topic	**Knowledge**	RAG				
Mediaeval England to 1066: Anglo-Saxon England	Life in Anglo-Saxon England					
	Politics and Power in Anglo-Saxon England					
	Defining the law in Anglo-Saxon England					
	Crimes against person, property and authority					
	Role of authorities in law enforcement					
	Role of the Community in law inforcement: Tithings					
	Trial by jury					
	Trial by ordeal					
	Punishment in Anglo Saxon England including Wergild					
Mediaeval England 1066-1500: The Late Middle Ages	The Norman Conquest and its impact on life in England					
	Changing definitions of Crime as a result of the Conquest					
	The Forest Laws and poaching					
	Crimes agains person, property and authority					
	Continuity with the Anglo-Saxon period					
	Role of authorities in law enforcement					
	Role of the Community in law inforcement: hue and cry					
	Parish constable, sheriffs and posses					
	Punishment including use of fines and end of Wergild					
Mediaeval England 1066-1500 Case Study: The Church	Influence of the Church on Crime in the early C13th					
	Sanctuary					
	Benefit of the Clergy					
	The end of trial by ordeal					
Early Modern England 1500-1700	Social and political developments from the Middle Ages					
	Continuity in the nature + definition of crimes					
	Change in the nature + definition of crimes					
	Heresy and Treason					
	New definitions of crime in the C16th: Vagabondage					
	New definitions of crime in the C16th: Witchcraft					
	Role of authorities in law enforcement					
	Role of local communities in law enforcement					
	Town watchmen					
	Use of corporal and capital punishment					
	Introduction of transportation					
	Start of the Bloody Code					
Early Modern England 1500-1700: Case Studies	The Gunpowder Plot, 1605					
	Matthew Hopkins: Witchfinder General					
Industrial Britain 1700-1900	Social and economic developments					
	Continuity in the nature + definition of crimes					
	Change in the nature + definition of crimes					
	Highway Robbery					
	Poaching					
	Smuggling					
	End of witchcraft procesuctions					
	Tolpuddle Martyrs					
	Role of authorities in law enforcement					
	Role of local communities in law enforcement					

	Policing: The work of the Fielding brothers						
	Policing: Development of police forces						
	Policing: Origins of the CID						
	Use and ending of transportation						
	Use and ending of Bloody Code						
	Use and ending of public execution						
	Prison reform: John Howard and Elizabeth Fry						
Industrial Britain 1700-1900: Case Studies	Pentonville prison and the separate system						
	Robert Peel and his role in penal reform and policing						
1900-Present	Social and economic developments						
	Continuity in the nature + definition of crimes						
	Change in the nature + definition of crimes						
	New forms of theft + smuggling						
	Newly defined crimes: driving offences, race crimes, drugs						
	Role of authorities in law enforcement						
	Role of local communities: Neighbourhood Watch						
	Development of the police force: specialisation						
	Development of the police force: science and technology						
	Development of the police force: crime prevention						
	Use and abolition of the death penalty						
	Changes to prisons: open prisons						
	Changes to prisons: young offenders						
	Non-custodial alternatives to prison						
1900-Present: Case Studies	Conscientious Objectors in the First World War						
	Conscientious Objectors in the Second World War						
	Derek Bentley Case						

John Mason School
Excellence Through Creativity

Unit of work:																							
TOPIC		Mediaeval England to 1066: Anglo-Saxon England										0								0	Mediaeval England 1066-1500 Case Study: The Church

Student Name	**Target Grade**	Life in Anglo-Saxon England	Politics and Power in Anglo-Saxon England	Defining the law in Anglo-Saxon England	Crimes against person, property and authority	Role of authorities in law enforcement	Role of the Community in law enforcement: Tithings	Trial by jury	Trial by ordeal	Punishment in Anglo Saxon England including Wergild	The Norman Conquest and its impact on life in England	Changing definitions of Crime as a result of the Conquest	The Forest Laws and poaching	Crimes agains person, property and authority	Continuity with the Anglo-Saxon period	Role of authorities in law enforcement	Role of the Community in law enforcement: hue and cry	Parish constable, sheriffs and posses	Punishment including use of fines and end of Wergild	Influence of the Church on Crime in the early C13th	Sanctuary	Benefit of the Clergy	The end of trial by ordeal	Use and ending of Bloody Code

How to Use these Sheets

The sheets contained in this document are intended to help you focus your intervention programme.

This Document contains:

1 - This sheet of 'Instructions'
2 - Student Tracker
3 - Teacher Tracker

The PiXL Process

At the heart of the PiXL process is the concept of **DIAGNOSIS - THERAPY - TESTING**.

If **DIAGNOSIS** is thorough and systematic then we are much more likely to be effective in targeting intervention, **THERAPY**, according to identified need, rather than relying upon a series of general revision sessions. It is crucial that objective **TESTING** takes place following interventions to confirm that what was a learning insecurity has been converted into a learning security.

This **PERSONALISED LEARNING CHECKLIST** will enable you to conduct a thorough and systematic **DIAGNOSIS** for your remaining target students according to their target status:

The diagnostic judgement results in 1 of 3 conclusions:

•An individual student is '**Secure**' in this topic. 'Secure' means they can recall this knowledge or skill: score 80% +
•A student is '**Insecure**' in this topic. 'Insecure' meaning that they have some grasp of the topic between 50% & 79%
•A student has '**No Understanding**' of this topic, meaning that they are scoring less than 50% and therefore cannot demonstrate secure understanding of that topic

The sheets contained in this document are **conditionally formatted**. Therefore, if you enter a **'1' for 'Secure', the cell will turn Green**; enter a **'2' for 'Insecure' and the cell will turn Yellow**. Enter a **'3' for 'No Recall' and the cell will turn Red**.

This exercise will identify two vital elements which will enable you to target intervention with laser precision:
•The specific individual learning needs of each student in the target group which can be addressed through small group intervention
•The topics which need to be taught to whole groups. This may be because they have yet to be taught or because they have been taught but not learned.

Testing (**Diagnosis)** should be regular and systematic:
        Knowledge tests
        Recall questions at the start or end of the lesson
        Short topic tests
The emphasis will be on carefully **PLANNING** opportunities for testing throughout the lessons followed by systematic intervention.

How to Use these sheets

1- Enter student names and target grades into the Teacher Tracker sheet
2 - Enter topic and knowledge into the Student Tracker - these will automatically feed into your Teacher Tracker Sheet

John Mason School
Excellence Through Creativity

Personalised Learning Checklist

Course and Examining Board: Edexcel						
Unit of Work:	**Weimar and Nazi Germany**					
Topic	**Knowledge**			RAG		
Weimar Republic 1918-39: Origins of the Republic 1918-19	Legacy of First World War					
	Abdication of the Kaiser					
	Armistice and Revolution 1918-19					
	Setting up the Weimar Republic					
	Strengths and Weaknesses of the New Constitution					
Weimar Republic 1918-39: Early Challenges to the Weimar Republic 1919-23	Reasons for unpopularity : stab in the back					
	Reasons for unpopularity: Treaty of Versailles					
	Challenges: Spartacists					
	Challenges: Freikops					
	Challenges: Kapp Putsch					
	Challenges of 1923: hyperinflation					
	Challenges of 1923: French Occupation of the Ruhr					
Weimar Republic 1918-39: Recovery 1924-29	Reasons for economic recovery: Stresemann					
	Reasons for economic recovery: Rentenmark					
	Reasons for economic recovery: Dawes Plan					
	Reasons for economic recovery: Young Plan					
	Reasons for economic recovery: American money					
	Domestic impact of Stresemann's policies: Locarno Pact					
	Domestic impact of Stresemann's policies: League of Nations					
	Domestic impact of Stresemann's policies: Kellogg-Briand Pact					
Weimar Republic 1918-39: Changes in Society 1924-29	Changes in standard of living: wages, housing, unemployment insurance					
	Changes in the position of women: work, politics and leisure					
	Cultural changes: architecture, art and the cinema					
Hitler's Rise to Power, 1919-33: Early development of the Nazi Party 1920-22	Hitler's early career: joining GWP and setting up Nazi Party					
	Early growth of the Nazi Party					
	Features of the early Nazi Party					
	Twenty-Five Point Programme					
	Role of the SA					
Hitler's Rise to Power, 1919-33: The Munich Putsch and the Lean Years 1923-29	Munich Putsch: Reasons, events and consequences					
	Reasons for limited support of Nazis 1924-28					
	Party Reorganisation					
	Mein Kampf					
	Bamberg Conference, 1926					
Hitler's Rise to Power, 1919-33: The growth in support for the Nazis 1929-32	Growth of unemployment: causes and impact					
	Failure of Weimar governments to deal with unemployment					
	Growth of support for the Communist Party					
	Appeal of Hitler and the Nazis					
	Effects of propaganda					
	Work of the SA					
Hitler's Rise to Power, 1919-33: How Hitler Became Chancellor: 1932-33	Political developments in 1932					
	Role of Hindenburg					
	Role of Bruning					
	Role of von Papen					
	Role of von Schleicher					
	Decision to make Hitler Chancellor					
	The Reichstag Fire					
	The Enabling Act					
	The banning of other parties					

Nazi Control and Dictatorship 1933-39: The creation of a dictatorship 1933-34	The banning of trade unions					
	The threat from Rohm and the SA					
	The Night of the Long Knives					
	Death of von Hindenburg					
	Hitler becomes Fuhrer					
	The Army and the Oath of Allegiance					
Nazi Control and Dictatorship 1933-39: The state police	Role of the Gestapo					
	The SS					
	The SD					
	Concentration camps					
	Nazi control of the legal system					
	Nazi policies towards the Catholic and Protestant Churches					
	Reich Church					
	Concordat					
Nazi Control and Dictatorship 1933-39: Controlling and influencing attitudes	Goebbels and the Ministry of propaganda					
	Censorship					
	Rallies and sport					
	Nazi use of media including new media					
	Berlin Olympics 1936					
	Nazi control of culture and arts					
Nazi Control and Dictatorship 1933-39: Opposition, Resistance and Conformity	The extent of support for the Nazi regime					
	Opposition from the Churches					
	Pastor Niemoller					
	Opposition from the Young					
	Swing Youth					
	Edelweiss Pirates					
Life in Nazi Germany 1933-39: Nazi Policies Towards Women	Nazi views on women and the family					
	Nazi policies towards women: marriage, family, employment, appearance					
Life in Nazi Germany 1933-39: Nazi Policies Towards the Young	Nazi aims and policies					
	Hitler Youth					
	League of German Maidens					
	Control through education including curriculum and teachers					
Life in Nazi Germany 1933-39: Employment and Living Standards	Nazi policies to reduce unemployent: labour service, autobahns					
	Nazi policies to reduce unemployent: rearmament					
	Invisible unemployment					
	Changes in standards of living for workers					
	The Labour Front					
	Strength Through Joy					
	Beauty of Labour					
Life in Nazi Germany 1933-39: Persecution of Minorities	Nazi Racial beliefs					
	Policies and treatment of Slavs					
	Policies and treatment of homosexuals					
	Policies and treatment of 'gypsies'					
	Policies and treatment of the disabled					
	Persecution of the Jews					
	Boycott of Jewish Shops and businesses					
	Nuremberg Laws					
	Kristallnacht					
Impact of War on Germany 1939-45	Life on the home front					
	The Holocaust					
	The end of the Thousand Year Reich					

John Mason School
Excellence Through Creativity

Unit of work:																										
TOPIC		Weimar Republic 1918-39: Origins of the Republic 1918-19						0								0							0			
Student Name	**Target Grade**	Legacy of First W	Abdication of the	Armistice and Re	Setting up the We	Strengths and We	#REF!	Reasons for unpo	Reasons for unpo	Challenges: Spart	Challenges: Freik	Challenges: Kapp	Domestic impact	Domestic impact	Domestic impact	Changes in stand	Changes in the po	Cultural changes	The banning of tr	The threat from F	The Night of the	Death of von Hin	Hitler becomes F	The Army and the