

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7
Topic	TUDORS (CONT) (4 weeks)	THE MOGUL EMPIRE (4 weeks)	THE STUARTS AND AFTERWARDS... (7 weeks)	AFRICAN AMERICANS THROUGH TIME (PART 1) (6 weeks)	AFRICAN AMERICANS THROUGH TIME (PART 2) (5 weeks)	IDEAS, POLITICAL POWER, INDUSTRY AND EMPIRE: BRITAIN, 1745 –1901 (8 weeks)	A LOCAL HISTORY STUDY (to be fitted within the 1745 – 1901 topic where appropriate) (3 weeks)
COMPONENT KNOWLEDGE	<p>How accurate are sources about what Elizabeth I was really like? Continued. (4 lessons)</p> <p>Students know that there were Black Tudors (having looked at the work of Kaufman) and that Elizabeth's attitude to them is not reflected in her portraits.</p> <p>Students understand how events in Elizabethan Times such as the Spanish</p>	<p>How do historians develop interpretations of Mughal India? (2 lessons)</p> <p>Students can give a reason why a historian such as Ruby Lal might choose to research a historical topic.</p> <p>Students can give examples of sources used to develop interpretations e.g. paintings of Nur Jahan.</p> <p>Students begin to understand that</p>	<p>What are the different interpretations of November 5th? (8 lessons)</p> <p>Students understand that some people have challenged the traditional view of Guy Fawkes being the main person behind Gunpowder Plot and can give a reason for this.</p> <p>Why did the English Civil War begin? (3 lessons)</p>	<p>How was life in Africa before the Transatlantic Slave Trade similar to Medieval Europe? (2 lessons)</p> <p>Y8 can give examples of how Africa was wealthy (Mansa Musa) and civilised (e.g. the churches at Lalibela) during the Medieval period.</p> <p>What were the consequences of</p>	<p>How significant was the Civil Rights movement in improving the lives of African - Americans? (8 lessons)</p> <p>Students can identify some problems still faced by African Americans in the 1950s e.g. segregation, KKK activity and lack of voting rights. They can give examples of protest and their significance e.g. Rosa Parks and</p>	<p>How much did life change between 1705 and 1901? (4 lessons)</p> <p>Students understand how England changes during the period and can give examples (e.g. population in towns). They categorise the changes in different ways e.g. positive / negative; local / national / international and</p>	<p>What do sources tell us about Victorian Saltburn? (3 weeks)</p> <p>Students can give examples of sources they can use to find out about Victorian Saltburn and what they tell us. E.g. postcards, census, photos, adverts etc.</p>

	<p>Armada are shown on portraits.</p> <p>ASSESSMENT</p>	<p>new research may mean that interpretations change over time.</p>	<p>Students can give a number of reasons for the outbreak of the Civil War and begin to categorise them (e.g. as economic, religious or political).</p> <p>How far did warfare change between the Battle of Hastings and the English Civil War? (3 lessons)</p> <p>Students can make comparisons between their knowledge of the Battle of Hastings and the English Civil War in order to explain how warfare changed.</p> <p>Why do some historians blame Charles I for the Civil War? (1 lesson)</p> <p>Students link their learning about the</p>	<p>the Triangular Trade? (8 lessons)</p> <p>Students can give examples of how the Triangular Trade affected different countries involved e.g. Britain gained wealth, Africans were kidnapped and America gained workers. Students understand why opposition to the slave trade began to develop.</p> <p>How far did the lives of African Americans change after 1833? (2 lessons)</p> <p>Students can give examples of problems which remained after the end of slavery and understand that not all slaves gained their</p>	<p>the bus boycott, Linda Brown and Elizabeth Eckford, Martin Luther King and the 'I have a dream....' speech.</p> <p>What can a statue teach us about interpretations of history? (1 lesson)</p> <p>Understand why different people have different attitudes to the Colston Statue.</p> <p>Assessment</p>	<p>social / political & economic.</p> <p>Students understand how farming changed and how this led to towns expanding.</p> <p>How are sources useful to understand what life was like during the Industrial Revolution? (4 lessons)</p> <p>Students can give some things which sources help a historian to find out about working conditions and public health. They understand that different sources give different views e.g. of working</p>	
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<p>Why this learning now?</p>	<ul style="list-style-type: none"> • Broadly chronological framework • Provides a framework for understanding the Civil War • Background for understanding Elizabethan period at GCSE. • Develops understanding of conflict between 	<ul style="list-style-type: none"> • Broadly chronological framework • Provides a framework for comparing the lives of Elizabeth I and Nur Jahan, rulers at similar times in different parts of the world. • Background for understanding 	<ul style="list-style-type: none"> • Broadly chronological framework • Builds on understanding of relationship between church and monarch in the Medieval and Tudor periods • Enables comparison between role of government 	<ul style="list-style-type: none"> • Broadly chronological framework • Builds understanding of Britain's changing relationship with the world through the Triangular Trade as a basis for understanding Empire in the 19th Century. 	<ul style="list-style-type: none"> • Broadly chronological framework • Builds on work on African Americans and their experience in America • Links backward and forward to other aspects of Civil Rights e.g. 	<ul style="list-style-type: none"> • Broadly chronological framework • Builds on understanding of the Triangular Trade and how it made Britain wealthy • Lays foundations for work on causes of WWI (imperialism) 	<ul style="list-style-type: none"> • Broadly chronological framework • Builds on understanding of the Industrial Revolution and how Britain changed 1745 – 1901 by providing a case study. • Provides a dry run for students to

	church and monarchy in Medieval Times	empire in the 19 th Century (esp in connection with India). <ul style="list-style-type: none"> • Develops a depth study of how an interpretation is developed in order to better understand other interpretations e.g. of Haig in Y9. 	at the time of the Black Death and the Great Plague	<ul style="list-style-type: none"> • Year 8 are more mature to understand the ethical and moral implications of enslaving people • Development of understanding of sources prior to enquiry topic (local history) 	development of democracy in Britain.	<ul style="list-style-type: none"> • Background understanding for GCSE Health theme • Source work builds on source work done in previous topic but students have the opportunity to develop their own local history enquiry using a range of sources. This also helps prepare them for a WWII enquiry in Y9. 	practise skills needed for their World War II enquiry.
Assessment Opportunities:				Formative – extended writing at the end of each unit. Summative - Assessment each term (covers multiple choice and short answer questions to test knowledge and vocabulary) as well as extended writing to assess understanding of (a) Bullet point causation, (b) How interpretations differ, (c) Why interpretations differ and (d) Description. Both	Formative – extended writing at the end of each unit. Summative - Assessment at the end of the unit (covers multiple choice and short answer questions to test knowledge and vocabulary) as well as extended writing to assess understanding of (a) Explanation of the view given in a source, (b) Description over time (site based), (c) Significance (balanced answer) and (d) Usefulness.		

				parts of the assessment follow an iterative model	Both parts of the assessment follow an iterative model.	
Learning at Home						
National Curriculum Links	Development of Church, State & Society in Britain, 1509 – 1574 – Part 1. Tudors.	A significant society or issue in world history and its interconnections with other world development	Development of Church, State & Society in Britain, 1509 – 1574 – Part 2. Stuarts	A significant society or issue in world history and its interconnections with other world development		Ideas, Political Power, Industry and Empire: Britain, 1745 – 1901 (including a Local History Case Study – Saltburn)
Key Vocabulary (Etymology words)	Reformation Protestant Catholic	Interpretation	Political Economic Civil War	Triangular Trade Enslavement Emancipation	Civil Rights	Industrial Revolution Significant British Empire
Spiritual, Moral, Social and Cultural concepts covered						
Links to careers and the world of work						