

What are the aims and intentions of this curriculum?

The aims and intentions of this curriculum is for students to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. In addition, students will gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilization’, ‘parliament’ and ‘peasantry’. Finally, students will also understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	Migration <ul style="list-style-type: none"> Religion Economic Migration	Students will learn study the following: The role of religion (Puritans, Mayflower), Economic Migration (The Irish and West Indians), Identifying differences between historical interpretations. Key terms will include: Old Testament, Diaspora, Protestants, Reformation, Low countries, West Indians, Great Britain, Slums	Throughout this half term students will be engaged in topics about Migration. They will be expected to develop skills in video analysis, creating model items, source analysis, interpretation analysis, and independent learning.	Students will be assessed via: <ul style="list-style-type: none"> Roleplay Source analysis Short answer questions Paragraph writing In-class assessment Class tournaments
Autumn 1	Challenges to the Catholic Church.	During this half term student will learn about the changes in the Catholic Church; Reformation. Students will also assess whether reformation was good for Europe. Students will also learn the events of Mary’s reign and how she tried to transform England into a Catholic country. In doing this, students will further acquire knowledge about the Gunpowder Plot that was used to reinstate a Catholic monarch. Keywords to consider: abbot, relic, absolution, excommunicated, reformation.	At the end of this half term students ought to acquire interpretation skills. Students analyzing sources will enable them to know the different interpretations of historical concepts or scenarios. Students also will be able to assess changes in society that happened at different political /religious modification.	Class assessment Peer assessment Power point presentations
Autumn 2	Why did the English fight the English in 1642?	In the 1640s, England experienced on of the most violent and significant episodes in its long history, the English Civil War. Students will investigate the timeline of events leading to the English Civil War and the differences between the	At the end of this half term students should be able to use evidences from different sources to assess how useful the details of the sources are. Here, students	Class assessment Peer assessment Debate Essay writing

		<p>Roundheads and the Cavaliers. Finally, students will learn how and why Charles I was put on trial and later executed.</p> <p>Keywords to consider: absolutist, rood screen, monopoly, popery, republic.</p>	will know the different between causation questions and evidence base questions.	Source analysis
Spring 1	The slave trade	<p>In this enquiry students will be investigating different groups of people who were involved in the slave trade and the impact that it had on them. Students will also inquire the factors that led to the abolition of the slave trade.</p> <p>Keywords to consider: Transatlantic slave trade, legal rights, field slaves, domestic slaves abolition, the Enlightenment.</p>	At the end of this half term students ought to learn the skills of interpreting sources and then assessing the purpose of these sources. In order to arrive at the overall purpose of the source, students will ask (why, where, who). In addition, students will use evidences of the sources to answer causation questions.	Peer assessment Source analysis Debate Essay writing
Spring 2	The British Empire	<p>In this enquiry students will be investigating how the British empire developed in the 17th century and 18th centuries and the reasons for this development. Students can also look at the impact of the British Empire, focusing on India.</p> <p>Keywords to consider: New World, joint-stock company, tariff, smuggler, trading factory, Nawab, garrison.</p>	At the end of the end of this half term, students should acquire the critical skills of analyzing historical concepts chronologically. Students will also practice causation questions.	Essay writing Class assessment Peer assessment Role-play
Summer 1	The Industrial Revolution	<p>During the Industrial Revolution between 1750-1850, Britain moved from a primary industrialized country to a society that was powered by steam engines and powerful mills. Students will learn that the Industrial Revolution first happened in Britain and then the British manufactured goods dominated world trade; making Britain the richest and most powerful nation in the world.</p> <p>Keywords to study: arsenic, safety bicycle, miasma theory, slums, quack doctor, apprentice.</p>	At the end of this half term students should acquire critical skills of analyzing change. Students should also master causation-based questions.	Essay questions Peer assessment Projects Class Assessment