Subject: History Year Group:

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Purp	This unit deepens students' understanding of the development of Church, state and society in Britain 1509-1745 and draws comparison with a significant event in world History in the French Revolution. Students will draw on key ideas of democracy and develop the concept of change and continuity	How far did life change during the Indust This unit develops students' understanding of a key process in world history that marks a significant change in British life. students will engage in historical enquiry to learn about the differing ways that this event affected and shaped the lives of people in different locations and social status. This content will also interconnect with the next two schemes of work	This unit will give students awareness of their context in the wider world and understand the history of the Empire impacts issues in the World and Britain today. It also exposes students to a wide geographical sphere of History.	This SOW develops students understanding of a key period in World history and provides context and insight into the balance of power in the modern world. Students can reflect on the interconnected nature of Empire, enslavement and industry	Why was WWI called the 'war to end all This unit will develop students' understanding oof a significant event in World History and how it affected further developments in the 20th Century. This unit will also develop students' understanding of the contributions different countries and different groups to the outcome of the World Wars	Why was there a Second World War? This scheme develops students understanding of another key development in recent World History. It also allows students to engage in debate about the morality and value of punishing a country for war, and develops their understanding of the concepts of democracy and dictatorship.
	We will teach about the causes of the English Civil War, including: • King Charlies' belief in the divine right of Kings and tensions with Parliament • Economic problems • Impact of Religious reforms • Impact of Religious reforms • Impact of Religious reforms • Irish Rebellion We will teach about the impact the English Civil War had on England, including: • The execution of Charles II • Cromwell becoming leader of Britain • What was Puritan Rule like We will teach about the return to monarchy in England, including: • The Death of Cromwell • The Coronation of Charles II and changes from the rule of Charles I We will teach about the causes of the French Revolution, including: • The Death of England, including: • The Death of Cromwell • The Precent England in England • The England England in England • The Influence of the Englightenment Concepts: Change and continuity, Cause and consequence, Similarity/Difference students' will utilise the following skills: Make informed links and comparisons between past and present. Explain the links between events and consequences, and evaluate relative significance of individual events. Written structures to support learning: PEEL: Develop extended writing skills: Morticude a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.	We will teach about the concept of the industrial revolution, including: *What British industry was like before the revolution in industry: *What British industry was like before the revolution in industry: *What caused the revolution in industry: *What effects it had on the country and it's industry, including the growth of towns and cities. We will teach about the impact the industrial Revolution had on the country, including: *How the Industrial Revolution transformed the country - including urbanisation & the creation of canals *Key inventions and inventors of the industrial revolution *How the country benefitted economically from the Industrial Revolution *How the country benefitted economically from the Industrial Revolution *We will teach about the experiences of different groups of people during the industrial revolution, including: *Living conditions in an industrial town *Life for working men *Life for worki	How was the British Empire unusual? Students will be able to explain how the Empire was significant due to its size, spread across the globe and longevity How did Britain get its Empire? -Students will be able to explain the role of trade and colonialism in the expansion of the Empire How did Britain gain control over and rule India? -Students will be able to explain how the East India Company and then the British government controlled India How did British rule affect India? -Students will analyse sources to describe the experiences of Indians under British Rule How did British Rule How did the Empire affect China? -Students will be able to explain how the Opium Wars affected China and its government Concepts: Cause and consequence, Significance, Change and Continuity, Historical Debate students' will utilise the following skills: Make informed links and compansons between past and present. Explain the links between events and consequence, and evaluate relative significance of individual events. Make informed opinions about the past through historical debates Written structures to support learning: PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.	What was Africa like before colonialism? Students will be able to describe what European perceptions of Africa were in the Middle Ages Students will be able to describe the features of at least two African Cultures How did Africans come to be enslaved in the Americas? -Students will be able to describe what the Slave Trade Triangle was -Students will be able to describe how enslaved people were captured, transported and sold What was the experience of enslaved people on plantations? -Students will be able to describe what tife was like for enslaved people on plantations -Students will be able to explain how people replelled against enslavers in small acts of rebellion Was the Haitan Revolution a typical rebellion by enslaved people? -Students will be able to describe the events and outcomes of the Haitian Revolution -Students will be able to explain how Concepts: Change and continuity, Cause and consequence, Similarity/Difference students' will utilise the following skills: Make informed links and comparisons between past and present. Explain the links between events and consequences, and evaluate relative significance or example, explain it and link it to the overall point. This is helpful across all writers subjects and reinforces literacy skills.	We will teach about the causes of WWI, including: - imperialism, the alliance system, militarism & the arms race - The assassination of Arch Duke Ferdinand We will teach about the soldiers' experience of WWI, including: - The joining up process - link to the Bradford Pals - Conscription - Conscientious objectors - Trench warfare & conditions in the trenches - How & where soldiers from different parts of the British Empire fought We will teach about the end of WWI, including: - Ceasefire - The Treaty of Versailles and its terms Concepts: - Cause/Consequence Significance Source analysis students' will utilise the following skills: Make informed links and comparisons between past and present. Explain the links between events and consequences and evaluate relative significance of individual events. Analyse contemporary sources and pick out key information to evaluate the source's usefulness Written structures to support learning: PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. PEKL: Designed to help students' analyse sources and evaluate interpretations (historical debates)	We will teach about the causes of WW2: The League of Nations The fallure of appeasement The rise of Hitler Concepts: Cause/Consequence Significance Change/continuity students' will utilise the following skills: Make informed links and comparisons between past and present. Explain the links between events and consequences, and evaluate relative significance of individual events. Written structures to support learning: PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.
Key	Abolish Cavaliers Constitution Democracy Dictatorship Divine Right Enlightenment Estates Monarchy Parliamentarians Roundheads Royalists Revolution	Agriculture Canal Chimney Sweep Cotton Gin Economy Factory Industrial revolution Industry Invention Population Poverty Sanitation Steam engine Urbanisation Workhouse Students will be able to explain key	Colonies Commowealth Economic Emigration Exploration Exports Empire Imperalism Imports Independence Mutiny Natives Patriotic Penal colonies Political Raw Materials Rawaderials Rebellion Savages Trade Viceroy Voyages Students will be able to explain key	Abolition Abolitionist Abolitionist Auction Bill Cat O'nine tails Evangelical Jim Crow Laws Media Middle Passage Parliament Quaker Trade triangle Transatlantic slave trade	Students will be able to explain why	Appeasement Students will be able to explain how
	concepts such as monarchy and democracy. Students will also be able to explain why the English Civil War and the French Revolution happened and explain the extent to which they changed the way the countries were ruled Retrieval knowledge quiz once a week following home learning task Progress Point at end of SOW: End of Unit assessment – 30 marks	concepts such as industrialisation. Students will also be able to analyse sources to explain how the Industrial Revolution changed Britain and affected different groups Retrieval knowledge quiz once a week following home learning task Progress Point at end of SOW: End of Unit assessment – 30 marks	concepts such as imperialism and independence. Students will be able explain how Britain formed it's Empire and form judgements about the impact of the Empire on different places Retrieval knowledge quiz once a week following home learning task Progress Point at end of SOW: End of Unit assessment – 30 marks	Transatlantic Slave Trade began and make links to how the trade helped the Industrial Revolution and Empire in Britain. Students will also form judgements on why the slave trade was abolished and the ways in which the slave trade continued to affect the lives of freed people and the modern world today. Retrieval knowledge quiz once a week following home learning task. Progress Point at end of SOW: End of Unit assessment – 30 marks	both World Wars started. Students will be able to explain the significance of key turning points in each war and explain the impact and consequences of each world war Retrieval knowledge quiz once a week following home learning task Progress Point at end of SOW: End of Unit assessment – 30 marks	efforts to prevent a Second World War failed and what led to the outbreak of the Second World War Retrieval knowledge quiz once a week following home learning task Progress Point at end of SOW: End of Unit assessment – 30 marks
				based on skills and knowledge questions		based on skills and knowledge quest