

Key skills

Skills to be developed throughout the year – first order concepts, substantive knowledge and second order concepts – to understand cause and consequence and to develop causal reasoning, to develop the skills to recognise change and continuity, similarity and difference and significance. To develop the skills of contemporary source interpretation and interpretation recognition.

	Autumn Term	Spring Term	Summer Term
Overall Themes and Content Overview	<p>Overall themes – to investigate the changing relationships between government, church and people, the movement of power and the role of significant individuals – ‘Was the England Henry Tudor inherited in 1485 a different England to the one inherited by Mary and William in 1689’</p> <p>Dates - 1485 to 1689 with a context set for the events leading to 1485</p> <p>The time available is about 18 lessons. Within this time the students should have been taught about the reigns of the Tudors and the Stuarts and the movement of power away from the monarch towards Parliament and the people and the changing nature and role of the church. By the end of the unit students should have substantive knowledge about the events and their significance and should have had practise of the skills outlined above.</p>	<p>Overall themes – to investigate changing political ideas and ideas around empire, the movement of power and the role of significant individuals – ‘ Was Britain only great through exploitation ?’</p> <p>Dates - 1585 – 1948, begin with link back to start of empire with Elizabeth 1st</p> <p>The time available is about 18 lessons. Within this time the students should have been taught about the start of empire for English monarchs beginning with Elizabeth 1st and the development and subsequent reduction of the British Empire, the development, conditions of and subsequent abolition of the slave trade. Students should be taught both the positive and negative aspects of the British Empire. By the end of the unit students should have substantive knowledge about the events and their significance</p>	<p>Overall themes – to investigate the diversity of the world and how the British Empire affected subsequent events and societies around the world. To consider the role of significant individuals – ‘Did the position of black people significantly improve during the Twentieth Century?’</p> <p>Dates - 1896 – 1994</p> <p>The time available is about 18 lessons. Within this time the students should have been taught about the reasons for the US Civil Rights Movement and its successes and failures. They should also know about the creation of the apartheid state in South Africa and the reasons for the success of the ANC and the replacement of apartheid by a multi-racial democracy. By the end of the unit students should have substantive knowledge about the events and</p>

<p>From Henry V11 to the Glorious Revolution 'Was the England Henry Tudor inherited in 1485 a different England to the one inherited by Mary and William in 1689? '</p> <p>1485 – 1689</p> <p>Lessons need to address the following enquiry questions –</p> <p>Was Henry V11 a successful King? Did Henry V111 waste or enhance the legacy of his father? Was Henry V111 always really a Catholic? Did Henry V111 change the Church for money, power or love? What are the untold stories of Tudor England? - Black Tudors Did the people of England prefer the reigns of Edward V1 or Mary 1 Did the portraits of Elizabeth paint a true picture of her reign? How did the people in Tudor England really entertain themselves? (theatre etc) Did God blow? Why were the Spanish defeated? Did the defeat of the Spanish make the slave trade more likely?</p> <p>The assessment for the Tudors needs to include the skills of contemporary source interpretation and interpretation recognition.</p>	<p>and should have had practise of the skills outlined above.</p> <p>From Elizabeth 1st to Ghandi 'Was Britain only great through exploitation?'</p> <p>1585-1948</p> <p>Lessons need to address the following enquiry questions –</p> <p>Would Britain have become great without an empire? How does a country begin to establish an empire? Was transportation important to the empire? Were the Indians ungrateful to the British? The British were so convinced that the empire was a force for good, were they wrong? Did all the British believe that the empire was a force for good? Was Dyer really responsible for Amritsar? Would the British Empire have fallen without the Second World War? Did Ghandi do it all on his own?</p> <p>The first assessment for the British Empire needs to include the skills of understanding cause and consequence and causal reasoning and to include the</p>	<p>their significance and should have had practise of the skills outlined above.</p> <p>From Plessey to Mandela 'Did the position of black people significantly improve during the Twentieth Century?'</p> <p>1896-1994</p> <p>Lessons need to address the following enquiry questions –</p> <p>How did Jim Crow affect the lives of American blacks? Why was Plessey v Ferguson dismissed by the Supreme Court? Did the Second World War make any difference to the US Civil Right movement? How much change did Brown v Topeka bring about? Did the Montgomery Bus Boycott make a difference? Did Rosa Parks matter? Why did they want the freedom to ride and sit in? Would the laws have been passed without MLK? X marks the spot, did he make a difference? Did the Civil Rights movement make a difference in the end? What was happening for the Black British at this time?</p> <p>The first assessment for the Diversity unit needs to include the skills of understanding cause and consequence and causal reasoning and to include the</p>
--	--	--

	<p>Was Guy Fawkes really a terrorist? Why did the English fight each? (short and long term causes of the Civil War) How did the English fight each other? Did Cromwell really hate Father Christmas? Did Charles deserve to lose his head? Did Cromwell deserve to be exhumed? Was the revolution really all that glorious? Who were the Whigs? Should Bonnie Prince Charlie have been King?</p> <p>The assessment for the Stuarts and beyond needs to include the skills of understanding cause and consequence and developing causal reasoning</p>	<p>skills required to recognise change and continuity, similarity and difference and significance.</p> <p>What was the West of Africa like before the slave trade? (Ghana and Mali) When were the first slaves taken from West Africa by Europeans? Would you have survived Middle Passage? Were they auctions like no other? Is it true that the plantation slaves had no culture? Should Harriet Tubman be seen as important a figure as Martin Luther King? Was slave life really that bad? (interpretation) Who is more important, Nat Turner or Toussaint L'Overture? If slavery was so important why did it end? Was Wilberforce only a small part of the abolitionist movement?</p> <p>The second assessment for the British Empire needs to include the skills of contemporary source interpretation and interpretation recognition</p>	<p>skills required to recognise change and continuity, similarity and difference and significance.</p> <p>Why were the British and the Dutch in South Africa? How were the Africans treated under colonisation? Did the British really invent the concentration camp? Why did the Afrikaners want to keep the races separate? Was the National Party racist? Was Mandela a terrorist? Were the ANC a terrorist organisation? Does Sharpeville matter? Did sanctions work?</p> <p>The second assessment for the Diversity unit needs to include the skills of contemporary source interpretation and interpretation recognition.</p>
--	--	--	--