

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Freedom and Oppression		Opportunity and development		The individual and the law	
Topic (s)	Emancipation: Has slavery always existed?	Empire: Should Empires be something to be proud of?	The Industrial Revolution: Did the Industrial Revolution benefit everyone?	Emigration: The 1800's and 1900's gave more opportunity for movement than ever before?	Suffragettes: Deeds not words made terrorists of women?	Crime: How has crime and punishment changed?
Topic Objectives	<ul style="list-style-type: none"> To know and understand the key features of how the slave trade operated. Students should be able to make a judgement about the key topic question at the end of unit and give reasons to support this. Students should be able to practice source skills by analysing the usefulness of a source and why and how interpretations differ. 	<ul style="list-style-type: none"> To know and understand the key features of the British Empire and how they operated. Students should be able to make a judgement about the key topic question at the end of unit and give reasons to support this. Students should be able to explain why and how interpretations differ. 	<ul style="list-style-type: none"> To know and understand the key features of the Industrial Revolution. Students should be able to make a judgement about the key topic question at the end of the unit and give reasons to support this. Students should be able to make inferences about the Industrial Revolution and the impact on everyday life. 	<ul style="list-style-type: none"> To know and understand the key features of emigration to America. Students should be able to make a judgement about the key topic question at the end of the unit and give reasons to support this. Students should be able to explain why people chose to emigrate and the impact it had on their lives. 	<ul style="list-style-type: none"> To know and understand the story of suffrage and women's right to vote. Students should be able to make a judgement about the key topic question at the end of unit and give reasons to support this. Students should be able to practice their interpretation and inference skills again (built on from Emancipation and Empire units). 	<ul style="list-style-type: none"> To know and understand the key types of crimes and punishments throughout History. Students should be able to make a judgement about the key topic question at the end of unit and give reasons to support this. Students should be able to identify continuity, changes, similarities and differences.

<p>Acquired Knowledge / Skills</p>	<ul style="list-style-type: none"> Key skills: Recognising change, continuity and being able to use historical skills (identify, explain, evaluate and source analysis) to be able to make a judgement in relation to the key topic question. Key knowledge: Knowledge about how Slavery started and has continued to exist (Freedom and oppression). 	<ul style="list-style-type: none"> Key skills: Evaluating interpretations and being able to use historical skills (identify, explain, evaluate and source analysis) to be able to make a judgement in relation to the key topic question. Key knowledge: Knowledge about the British Empire and how we see its actions. (Freedom and oppression). 	<ul style="list-style-type: none"> Key skills: Explanation and evaluation and being able to use historical skills (identify, explain, evaluate and source inferences) to be able to make a judgement in relation to the key topic question. Key knowledge: Knowledge about the Industrial Revolution and whether it benefited everyone. (Opportunity and development). 	<ul style="list-style-type: none"> Key skills: Explanation and evaluation and being able to use historical skills (identify, explain, evaluate and source inferences) to be able to make a judgement in relation to the key topic question. Key knowledge: Knowledge about Emigration and why people decided to move and how. (Opportunity and development). 	<ul style="list-style-type: none"> Key skills: Understanding and analysing interpretations and identifying inferences and to be able to make a judgement in relation to the key topic question. Key knowledge: Knowledge about suffrage, in particular women's suffrage. (The individual and the law). 	<ul style="list-style-type: none"> Key skills: Identifying similarities, differences, change and continuity and to be able to make a judgement in relation to the key topic question. Key knowledge: Knowledge about different types of crime and punishment over time. (The individual and the law).
<p>Target Vocabulary</p>	<p>Slave Slavery Empire Serfdom Colony Triangular trade Middle Passage Auction</p>	<p>Empire Colony Nationalism Patriotism Trade Sepoys Mutiny Viceroy</p>	<p>Industry Industrial Revolution Factory Mine Child labour Trapper Hurrier Workhouse</p>	<p>Emigration Homesteader Manifest Destiny Reservation Poverty Standards of living Class system Working class</p>	<p>Suffragist Suffragette Deeds Terrorist Militant Propaganda Petition Publicity</p>	<p>Crime Enforcement Punishment Justice Treason Vagabondage Fines Hue and Cry</p>

	Plantation Abolition Emancipation	Partition Nomadic Aboriginal	Cholera Vaccination Urban slum	Middle class Upper class	Hunger strike Arson Cat and Mouse Act Martyr	Juries Offenders Lodging house Doss House Prostitute
Assessment	<ul style="list-style-type: none"> Vocabulary mini test Mid-term topic test End of unit test 	<ul style="list-style-type: none"> Vocabulary mini test Mid-term topic test End of unit test 	<ul style="list-style-type: none"> Vocabulary mini test Mid-term topic test End of unit test 	<ul style="list-style-type: none"> Vocabulary mini test Mid-term topic test End of unit test 	<ul style="list-style-type: none"> Vocabulary mini test Mid-term topic test End of unit test 	<ul style="list-style-type: none"> Vocabulary mini test Mid-term topic test