



### Golden Threads

How did new ideas shape Britain and the wider world between 1500 and 1900?

### Enrichment

### Review and Evaluation

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
<b>Term 1</b>	<p><b>Elizabethan Exploration in the Tudor and Stuart Era</b></p> <p>Was the world expanding for the Tudors and the Stuarts?</p> <p>What are the main challenges for Queen Elizabeth I?</p> <p>How did Elizabeth deal with the problems of her reign?</p> <p>What connections with the wider world did people have in the Tudor and Stuart era?</p> <p>Why was Elizabeth called Isabela Sultana?</p> <p>Why did the English travel to the Americas?</p>	<p>Identifying strengths and weaknesses</p> <p>Assessing significance</p> <p>Forming judgements</p>	<p>1x historical interpretation practice</p> <p>1x piece of writing practice 'Why was the World expanding for the Tudors and the Stuarts'?</p>	<p>Wider world connections with other civilisations existed</p> <p>Islamic empires having connections with Protestant England</p> <p>Understanding of exploration at the time and that people were discovering new worlds for the first time</p> <p>Push and pull factors that influence migration</p>	<p>Tudors</p> <p>Stuarts</p> <p>Illegitimate</p> <p>Catholic</p> <p>Protestant</p> <p>Migration</p> <p>Cimarrons</p> <p>Ambassador</p> <p>Merchant</p> <p>Indentured servant</p> <p>Puritan</p> <p>Religious</p> <p>Economic</p> <p>Political</p>	<p>This unit follows on directly from Year 7 work on the early Tudors and the Church &amp; Reformation</p> <p>Focus on religion and role of the Church in Year 7.</p> <p>The questions over her succession link to 1066 when England had no clear heir to the throne.</p> <p>Early Elizabethan England is a topic at GCSE.</p> <p>Themes of Monarchy and Parliament revisit knowledge from Y7 (Magna Carta, reformation) and will be built on in the following unit of work in Y8.</p> <p>Links to African Kingdoms in Y8</p>
<b>Term 2</b>	<p><b>African Kingdoms</b></p> <p>What was Africa like before Europeans?</p> <p>What were African civilizations like before slavery?</p> <p>How did the Kingdom of Benin develop and what was life like in it? (Case study)</p> <p>Should the Benin Bronzes be returned to Benin?</p> <p>Why did the Mali Empire become powerful? (Case study)</p> <p>What can we learn from the story of Mansa Musa?</p>	<p>This is a breadth study that tracks changes over time.</p> <p>Change and continuity – across a long period of 300 years (level and factors why)</p> <p>Chronological understanding</p> <p>Team work – presenting information about rulers in groups</p> <p>Creative thinking – e.g. designing own version of an overview like the rollercoaster</p>	<p>1x historical interpretation practice</p> <p>1x piece of writing practice 'Should the Benin Bronzes be returned?'</p>	<p>Differences between government and parliament</p> <p>Roles of the Prime Minister</p> <p>Understanding the hierarchy of English/ British society.</p>	<p>Civilisation</p> <p>Historiography</p> <p>Mali Empire</p> <p>Benin</p> <p>Administration</p> <p>Historical Interpretation</p> <p>Inference</p> <p>Golden Age</p> <p>Misconception</p> <p>Enthroned</p>	<p>Links with the previous unit on Elizabeth and her power.</p>



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Term 3	<p><b>Why did people believe in witches?</b></p> <p>What the witch-craze was, when it happened, who was targeted</p> <p>Reasons for the hunting of witches and the growth in hysteria and paranoia within communities</p> <p>The roles and actions of witchfinders, witch tests, and witch trials</p> <p>Local examples of individuals accused of witchcraft</p>	<p>Depth study- developing understanding of a specific period of history.</p> <p>Causation- considering the nature and importance of the actions and beliefs or authorities, religion, lack of rational understanding.</p>	<p>A mind-map about the witch-craze, focused on explaining the reasons for it happening and using contextual knowledge to explain why people believed in witches.</p>	<p>A belief that witches were ‘real’ and did perform the actions of which they were accused (eg. Bewitching a pig).</p> <p>Believing that only women were accused- they made up 80% of accusations, but not all.</p> <p>Confusion with the chronology of the period eg. The Black Death and Great Plague.</p> <p>Understanding the context of the period eg. The influence of religious extremes and the role of governments.</p> <p>Not recognising the role of confessions- most ‘confessions’ were made under torture and duress so are not reliable evidence.</p>	<p>Witchcraft Trial Plague Rumour Famine Authority Printing press Paranoia Church Devil / Satan Familiar Hysteria Curse Harvest failure Religion Analyse Explain</p>	<p>The mind map assessment is the second of this style – the students made a mind map in Year 7 when studying the importance of the Church in the Middle Ages</p> <p>Content links to Year 7 work include the role of the Church and the Reformation</p> <p>Links with work on diversity- explaining why groups have been marginalised throughout history.</p>
Term 4	<p><b>What was the French Revolution?</b></p> <p>Why were so many people angry in France in 1789?</p> <ul style="list-style-type: none"> <li>• The Estate’s system</li> <li>• The Ancien Regime</li> <li>• The Estates General meeting</li> </ul> <p>What happened during the first few months of the Revolution?</p> <ul style="list-style-type: none"> <li>• The Storming of the Bastille</li> <li>• The Declaration of the Rights of Man</li> </ul> <p>What had happened in France by 1792?</p> <p>Why did Louis try to escape?</p>	<p>Depth study- understanding of a specific period of history</p> <p>Significance of a key event</p> <p>Analysis of sources and interpretations, including about Napoleon</p>	<p>A two-part assessment to be completed without notes.</p> <p>First a content test and then a written narrative account about the build-up and beginning of the French Revolution.</p> <p>Revision time, along with looking at the skills of writing a narrative account, to be given before the assessment.</p> <p>Assessment done in one lesson.</p>	<p>The roles of the Third Estate- the belief that it was all peasants with very little income, rather than a range of people including professionals.</p> <p>Understanding of the Estates General and the ways in which French citizens were represented.</p> <p>Viewing it as a quick and unified event.</p> <p>Seeing it only as a struggle against the monarchy.</p> <p>Role of other European countries, particularly Austria.</p>	<p>Revolution Absolute monarchy Divine right Estates system Taxation Equality Rights Clergy Nobility Tyranny Execution Terror</p>	<p>Students have already explored the nature of monarchy and authority – e.g. during the Year 8 lessons on monarchy and parliament in England / Britain.</p> <p>Students know about the importance of the Church in society from Year 7 – links to the estates system and the privileges of the Church</p> <p>The ideas of revolution and rights appear often – inc. Magna Carta and Peasants’ Revolt (Year 7), civil rights in America (Year 9) and Age of Revolutions (Year 9)</p> <p>The estates system and consideration of how society was ordered links back to the feudal system (Year 7)</p> <p>The content test assessment is the second content test students have at KS3 (Year 7 William’s consolidation of power and Year 9 First World War) – building on revision skills, answering questions accurately etc.</p>



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Term 5	<p><b>What was the French Revolution? (continued)</b></p> <p>What happened during Louis XVI's execution?</p> <p>What was The Terror?</p> <p>Would the Revolutionaries have been pleased with Napoleon?</p> <p>Who was Mary Wollstonecraft?</p> <ul style="list-style-type: none"> <li>Lesson completed after the assessment. Mary was a key female figure who was inspired by the Revolution.</li> </ul>	See Term 4	See Term 4. Timing of the assessment will depend on when the relevant content has been taught.	<p>Role of the Revolutionaries in controlling France after Louis XVI's execution. Confusion about why the terror continues after they've achieved their aims and underestimating the role of violence in keeping control.</p> <p>Overlooking the aftermath and long-term effects.</p> <p>Timing of the Revolution in relation to Les Miserables. Students often think they're the same event.</p>	See Term 4	See Term 4
Term 6	<p><b>How did the Industrial Revolution change people's lives in Britain?</b></p> <p>Introduction- how did the Industrial Revolution change the landscape of Britain?</p> <p>Why did textiles businesses grow so quickly during the Industrial Revolution?</p> <p>How and why did medicine and public health change in the 19th century?</p> <p>What was the British Empire like?</p> <p>How much did Britain's political system progress during the 1800s?</p> <p>How did farming change at the start of the Industrial Revolution?</p> <p>How did the railways change Britain during the Industrial Revolution?</p> <p>How did coal mining develop during the Industrial Revolution?</p>	<p>Understanding of a specific time period in history</p> <p>To assess cause and consequence of specific events i.e.. Agricultural revolution</p> <p>Using historical evidence to support arguments</p>	Reasons why public health improved during the 1800s, including evidence from sources and textbooks – students to complete a table of information.	<p>Belief in rapid change- understanding that the Revolution took place over several decades.</p> <p>Attributing too much to a single individual.</p> <p>Ignoring/overlooking the negative consequences eg. Poor working conditions.</p> <p>Not recognising regional differences.</p> <p>Assuming that everyone benefitted equally.</p>	<p>Factories</p> <p>textiles</p> <p>weaver</p> <p>Steam engine</p> <p>Germ theory</p> <p>Cholera</p> <p>Government vaccination</p> <p>Empire</p> <p>Colony</p> <p>Decolonisation</p> <p>Elections</p> <p>Voting</p> <p>Prime minister</p> <p>Punishments</p> <p>Crime</p> <p>transportation</p>	<p>Students have looked at the power of the monarchy and the establishment of parliament in Year 7 – links to the politics section</p> <p>Students have looked at how the church controlled peoples' lives during Year 7 – links for the crime and punishment section</p> <p>Students will revisit the idea of the British Empire in Year 9 through the Transatlantic Slave Trade module</p> <p>Public Health will be revisited in GSCE module – Medicine Through Time</p>