

### Area of study

### Your child will ... (Knowledge)

### Your child will be able to... (Skills)

#### Autumn Term 1

The Civil war and beyond

- Students will need to know how Britain changed politically between 1642 and 1688.
- They will understand the concept of monarchy and republic and why Britain chose to restore a King.
- They will need to know why the English Civil War broke out (religious, social and Economic reasons) between parliament and the King and why parliament won.
- They will need to refer to the locality at the time of the civil war.
- They will compare the national leadership of Cromwell and Charles.

- Describe reasons for war.
- Explain why Parliament won.
- Evaluate causes of the War.
- Evaluate sources on a Historical event.
- Compare and contrast historical figures and events through time.

#### Autumn Term 2

The West African Slave trade and its implications

- Know about life in African Empire - concept of civilisation - trade/ wealth and use of slaves.
- Recognise how and why the slave Triangle worked and understand the reasons behind it were linked to the Industrial revolution.
- Know what life was like for a slave in West Indies and North America? For example: Life on a plantation and on Middle Passage.
- Understand the significance of resistance and rebellion on plantations.
- Know who and what ended slavery?
- Analyse different Historiographical interpretations about the ending of slavery in the British Empire.

- Recognise the concept of civilisations- and use of slaves.
- Describe events and processes in the Slave trade.
- Answer questions about a source and develop an enquiry question.
- Explain resistance and rebellion and explain relative success.
- Construct a narrative of an historical event.
- Assess the reasons for the abolition of slavery .
- Use sources to support or refute historiography.

### Area of study

### Your child will ... (Knowledge)

### Your child will be able to... (Skills)

#### Spring Term 1

#### The Industrial Revolution

- Students will need to know what a revolution means in the context of social and economic change.
- They will also need to know why there were demographic changes in Britain from 1750 - 1900.
- They need to understand why Britain moved to an industrial nation and the impact that had on people's lives.
- They need to understand the contribution of individuals to the economy.

#### Spring Term 2

- Describe features of agricultural revolution.
- Explain why there was an industrial revolution and how conditions changed.
- Use sources to investigate factory life.
- Recognise Interpretations of child labour and suggest reasons why they are held.
- Assess relative importance of entrepreneurs.

### Area of study

### Your child will ... (Knowledge)

### Your child will be able to... (Skills)

#### Spring Term 2

#### Protest and the search for democracy

- The concept of a revolution (political, social or economic.)
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- There had been a revolution in France 1789 caused by economic hardship.
- The storming of the Bastille and the use of the guillotine to enforce control.
- There was growing unrest and discontent in Britain for similar reasons and the British government was scared about similar events unfolding in Britain.
- The historiography of The Peterloo Massacre
- How close Britain came to revolution: Swing Riots - Luddites - Bristol riots.
- How protest was organised through the Chartist movement and the start of the trades union movement with the Toldpuddle Martyrs
- The details and significance of the Great reform Act and was it really great?

- Analyse historiography of Peterloo and explain why historians hold differing views.
- Recognise different Interpretations of the Great Reform act and give a supported judgement.
- Explain why people were protesting and assess how close Britain came to revolution.
- Compare and contrast responses to protest in France and Britain.

### Area of study

### Your child will ... (Knowledge)

### Your child will be able to... (Skills)

#### Summer Term 1

#### Britain and her Empire

- The students will need to know how and why Britain became a world power and the effects it had on other countries.
- Details about India and the Mughals before the arrival of the British.
- Why & how empires were created in Africa and India and the role of the East India company.
- How some people in India protested about British rule.
- Details of British military campaigns in Africa and India and their success and failure.
- How historians have perceived the British Empire.

- Describe features of events
- Explain reasons for the Empire – including social, economic and military steps taken by the East India Company.
- Write a narrative account
- Evaluate different interpretations of Empire and Indian mutiny and Zulu wars and suggest sources to support different views.

#### Summer Term 2

#### Britain 1900 - 1916

- Students need to know the social structure changed during the 20th century.
- Students need to understand the Class system in Edwardian Society.
- They will also focus on the impact of the Titanic tragedy on Southampton.
- They will learn how women campaigned and changed democracy in Britain.
- They will know how the role of Government changed in social welfare.
- They will know which change is most significant – welfare / franchise.

- Describe class system
- Data handling – passenger records of Titanic
- Use sources to investigate social change in Britain.
- Consider interpretations of suffragettes and suffragists and suggest how those interpretations have been reached.
- Make comparisons and supported judgements.