

<p>Autumn – British Empire and Slave Trade</p>	
<p><b>Subject Skills – History</b> Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• make links within and across periods and explain connections.</li> <li>• describe the characteristic features of past societies and periods.</li> <li>• examine and begin to analyse the causes and consequences of events and changes</li> <li>• explain, different historical interpretations of events, people and changes.</li> <li>• select and combine information from historical sources considering issues of reliability and usefulness</li> <li>• select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations.</li> </ul>	<p><b>Key Knowledge</b></p> <p>Pupils will learn about the expansion of the British Empire. They will independently research the good and bad aspects of the British Empire and produce a creative response to the question ‘Was the British Empire a force for good or a force for evil?’</p> <p>The second part of the unit explores the extent and brutality of the transatlantic slave trade and conditions as a slave are explored through a study of the middle passage as well as life on a plantation. The unit is summarised with a focus on its eventual abolition and life for slaves after emancipation.</p> <p>This topic allows students to gain an understanding of Britain as an expanding Empire and the role Britain played in the development and abolishing of slavery. Pupils will demonstrate their understanding of the impact this had on the social, economic and political life of the people of Britain at the time using various sources of evidence.</p>

Spring – Industrial Revolution	
<p data-bbox="193 293 360 322">History Skills</p> <p data-bbox="193 398 743 472">Throughout the term pupils will have the opportunity to:</p> <ul data-bbox="352 517 775 1323" style="list-style-type: none"> <li data-bbox="352 517 775 622">• make links within and across periods and explain connections.</li> <li data-bbox="352 633 775 739">• describe the characteristic features of past societies and periods.</li> <li data-bbox="352 750 775 891">• examine and begin to analyse the causes and consequences of events and changes</li> <li data-bbox="352 902 775 1008">• begin to explain, different historical interpretations of events, people and changes.</li> <li data-bbox="352 1019 775 1124">• select and combine information from historical sources</li> <li data-bbox="352 1135 775 1323">• select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations.</li> </ul>	<p data-bbox="798 293 995 322">Key Knowledge</p> <p data-bbox="798 365 1385 976">We will look at the significant events of the period 1745-1901 when Britain became the world’s first industrial nation. The events studied include Britain’s population explosion, development of transport and changing from a domestic system to a factory system. We will focus on the growth of towns, conditions in towns and the spread of diseases such as cholera. We will study the medical advances of the period. There is the chance for a visit to Newcastle University to work in the biomedical laboratories to investigate cures for cholera.</p> <p data-bbox="798 1025 1059 1055">Topics will include:</p> <ul data-bbox="847 1104 1374 1547" style="list-style-type: none"> <li data-bbox="847 1104 1374 1171">• the changes during the Industrial Revolution.</li> <li data-bbox="847 1182 1374 1211">• Inventions in the cotton industry</li> <li data-bbox="847 1223 1374 1290">• Working conditions in industrial factories.</li> <li data-bbox="847 1301 1374 1330">• Growth of towns</li> <li data-bbox="847 1341 1374 1408">• Improvements in health and medicine.</li> <li data-bbox="847 1420 1374 1547">• Pupils will write an essay to answer the question ‘Was the Industrial Revolution a terrible time in British History?’</li> </ul>

Summer – World War One	
<p>History Skills</p> <p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• make links within and across periods and explain connections.</li> <li>• describe the characteristic features of past societies and periods.</li> <li>• examine and begin to analyse the causes and consequences of events and changes</li> <li>• begin to explain, different historical interpretations of events, people and changes.</li> <li>• select and combine information from historical sources</li> <li>• select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations.</li> </ul>	<p>Key Knowledge</p> <p>Pupils will learn about the causes and events of World War One.</p> <p>We will begin by looking examining the tragedy of World War One at a local/individual level, using first hand accounts and maps of deaths in the war of a local area.</p> <p>We will then examine the causes of World War One focusing on MAIN (Militarism, Alliances, Imperialism and Nationalism) and pupils will consider how the assassination of Arch Duke Franz Ferdinand led to war.</p> <p>We will then study the events of World War One including:</p> <ul style="list-style-type: none"> <li>• Trench warfare</li> <li>• Developments of weaponry</li> <li>• Developments in medicine</li> <li>• Soldiers of the Empire</li> <li>• The Battle of the Somme.</li> </ul>

## **Key Vocabulary**

Chronology/Chronological

Source

Useful

Bias

Reliable/Unreliable

Long/short term cause

Long/short term consequences

Empire

Colony

Trade

Slave/Enslaved

Triangular Trade

Middle Passage

Emancipation/Emancipate

Industrial/Industry/Industrialisation

Population

Invention

Factory

MAIN (Militarism, Alliances, Imperialism, Nationalism)

Triple Alliance/Triple Entente/Entente Cordiale

Trench warfare