

### About the unit

**This is a thematic study** which is ideal for helping students make the transition from Key Stage 2 to 3. Students don't have to know anything to take it on – but the more they remember and understand from Key Stage 2 the more they will make sense of each lesson.

It will give students **plenty of** opportunity to show you what they already know and understand while also helping build awareness of the **chronological spine of British history** on which to hang the rest of the course.

**It covers a very broad period of time from Iron Age to 19th century**, including periods that students will probably have encountered in KS2, **but viewing them through the lens of an accessible topic** – water supply and toilets.

The **topic** of effective sanitation is fundamental to human society but also provides a foundation for later study at GCSE

**Short and focused thematic studies** such as this are one of the best ways to develop chronological understanding and awareness of the broad arc of time.

This thematic study also highlights **the way that we use different kinds of evidence** to find out about each period.

### Learning Outcomes

This thematic study will help your students to develop:

- a sense of period
- vocabulary to talk about periods (for example, century, time period, Roman Britain, BC/AD)

- an awareness that some things change over time and some things stay the same
- an opportunity to ask their own questions and let you know what they are interested in.

At the end students will know:

- what each period is called and its dates
- the state of sanitation in each period
- how we use different kinds of sources to find out about each period.

They will be able to:

- identify some changes and continuities over time
- identify key features of each period
- write some clear descriptions of sanitation in each period.

### Key terms and vocabulary development

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

- **Key terms:** Archaeologist; Archaeology; BC/AD; Cesspit; Cholera; Conduit; Epidemic; Germs; House of easement; Iron Age; Latrine; Local government; Monastery; National government; Privy; Public baths; Public Health; Roman Britain; Sanitation; Terraced; Toilet; Water closet; Yard.

### Assessment opportunities

The **end of enquiry final task** is a supported piece of extended writing that will reveal:

- students' **writing skills** at the start of this course
- their awareness of **key features** of each period
- their understanding of **change over time** (how things have changed or stayed the same from period to period)
- their understanding of **causes** (why things have changed or stayed the same).

There is a half-termly baseline assessment after Lesson 1F.

### Links to 2014 National Curriculum

Content knowledge:

- a study of an aspect of social history that consolidates and extends pupils' chronological knowledge from before 1066.

Disciplinary knowledge

- chronological knowledge of British History
- correct use of historical terminology
- analyse trends over a long arc of time
- write an evidentially supported account.

### Links to future learning in Understanding History

- This study provides a chronological context for each period study (Units 2, 4, 6 and 8).
- The same periods will be revisited in the next three thematic studies (Units 3, 5 and 7).

- Understanding of key features of the Middle Ages will be built on in Enquiry 2.8 What mattered to medieval people.
- Understanding the concept of continuity and change will be built on in Enquiry 2.2 The Norman Conquest – a period of rapid change.

### Links to future learning at GCSE

This unit will be a helpful **knowledge foundation** if you are studying any of the Health options at GCSE. The journey towards effective sanitation in Britain is a fundamental story in:

<b>AQA</b> GCSE History	Health and the people: c1000 to the present day
<b>Pearson Edexcel</b> GCSE History	Medicine in Britain, c1250–present
<b>OCR B</b> GCSE History	The people's health, c. 1250 to present
<b>WJEC/Eduqas</b> GCSE History	Changes in Health and Medicine in Britain, c.500 to the present day

GCSE **exam skill sheets** based on this unit for use now or later in the course are:

<b>AQA</b> GCSE History	<b>Skill sheet</b>	<b>Content focus/Enquiry</b>	<b>Skills focus</b>
	4	Medieval and Early Modern Health (1)	Comparison
<b>Pearson Edexcel</b> GCSE History	<b>Skill sheet</b>	<b>Content focus</b>	<b>Skills focus</b>
	1	Water and health (1)	Narrative
<b>OCR B</b> GCSE History	<b>Skill sheet</b>	<b>Content focus</b>	<b>Skills focus</b>
	1	Water and health (1)	Ask historically valid questions
	2	Water and health (1)	A clear and organised summary
	3a and b	Water and health (1)	Thematic essay question

## Lesson sequence

These six lessons form a single sequence in which students visit six periods of British history and compare them. NB These are at-a-glance lesson summaries. You can use the below table to identify where all the supporting resources listed in the summaries can be found:

Resource	Located in:	
	Printed	Online
Lesson plans	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331334 – Understanding History: Key Stage 3: Boost Core  9781398331457 – Understanding History: Key Stage 3: Boost Premium
Lesson worksheets	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	
Pearson Edexcel, AQA and OCR B skill sheets	9781398314337 - Understanding History: Key Stage 3: Assessment Pack	
Lesson presentations		

## Lesson summaries

Lesson 1A Water and health through time – Enquiry set up and Iron Age Britain			
Learning objectives	Main teaching activities	Key term	Supporting resources
<ul style="list-style-type: none"> <li>Understand the key features of sanitation in Iron Age Britain</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the enquiry and how to make a summary card</li> <li>Investigating the reconstruction picture and making notes</li> </ul>	<ul style="list-style-type: none"> <li>Iron Age</li> <li>BC/AD</li> <li>Sanitation</li> <li>Archaeology</li> <li>Archaeologist</li> <li>Cesspit</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 1A</li> <li>Worksheet 1A.1</li> <li>Worksheet 1A.2</li> <li>Worksheet 1A.3</li> <li>Lesson presentation</li> </ul>

## Unit 1 Thematic Study: Water and health through time (6 lessons)

### Lesson 1B Water and health through time: Roman Britain

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the key features of sanitation in Roman Britain</li> </ul>	<ul style="list-style-type: none"> <li>Creating a spider diagram for the summary card</li> <li>Analysing how artists reconstruct the past</li> </ul>	<ul style="list-style-type: none"> <li>Roman Britain</li> <li>Conduit</li> <li>Latrine</li> <li>Public baths</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 1B</li> <li>Worksheet 1B</li> <li>Worksheet 1A.3</li> <li>Lesson presentation</li> </ul>

### Lesson 1C Water and health through time: Medieval Britain

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the key features of sanitation in Early Modern Britain</li> </ul>	<ul style="list-style-type: none"> <li>Creating a third summary card on sanitation</li> <li>Research task looking at sanitation in villages, monasteries and towns</li> </ul>	<ul style="list-style-type: none"> <li>Cesspit</li> <li>Monastery</li> <li>Privy</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 1C</li> <li>Worksheet 1C</li> <li>Worksheet 1A.3</li> <li>Lesson presentation</li> </ul>

### Lesson 1D Water and health through time: Early Modern Britain

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the key features of sanitation in Early Modern Britain</li> </ul>	<ul style="list-style-type: none"> <li>Creating a fourth summary card on sanitation</li> <li>Source analysis of the diary of Samuel Pepys</li> </ul>	<ul style="list-style-type: none"> <li>Conduit</li> <li>House of easement</li> <li>Privy</li> <li>Water closet</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 1D</li> <li>Worksheet 1D</li> <li>Worksheet 1A.3</li> <li>Lesson presentation</li> </ul>

## Unit 1 Thematic Study: Water and health through time (6 lessons)

### Lesson 1E Water and health through time: Industrial Britain

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the key features of sanitation in Industrial Britain</li> </ul>	<ul style="list-style-type: none"> <li>Creating a fifth summary card on sanitation</li> <li>Investigating the new dangers to health in the industrial period</li> </ul>	<ul style="list-style-type: none"> <li>Cholera</li> <li>Epidemic</li> <li>Terraced</li> <li>Yard</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 1E</li> <li>Worksheet 1E</li> <li>Worksheet 1A.3</li> <li>Lesson presentation</li> </ul>

### Lesson 1F Water and health through time: Sanitation sorted

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the key features of sanitation in late nineteenth-century Britain</li> </ul>	<ul style="list-style-type: none"> <li>Creating a final summary card on sanitation</li> <li>Using summary cards to write 'A history of water and health in Britain'</li> </ul>	<ul style="list-style-type: none"> <li>Cholera</li> <li>Germ</li> <li>Local government</li> <li>National government</li> <li>Parliament</li> <li>Public Health</li> <li>Toilet</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 1F</li> <li>Worksheet 1F.1</li> <li>Worksheet 1F.2</li> <li>Worksheet 1A.3</li> <li>Lesson presentation</li> <li>Pearson Edexcel skill sheet 1</li> <li>AQA skill sheet 4</li> <li>OCR B Skill sheet 1</li> <li>OCR B Skill sheet 2</li> <li>OCR B Skill sheet 3a</li> <li>OCR B Skill sheet 3b</li> </ul>

### About the unit

**This is a period study** which looks in **overview** and **depth** at the key events, stories and developments in the **Middle Ages 1000–1450**.

It examines both **political** and **social** history. It provides depth enquiries of iconic KS3 topics such as the **Norman Conquest** and the **Black Death** plus some less commonly studied topics such as **the First Crusade**.

The unfolding story of **church, state and society** is integrated into the depth enquiries and also covered as part of the overview.

It includes two **site studies** of a famous **castle** (the Tower of London) and a famous **monastery** ruin (Fountains Abbey).

There is a strong focus on developing students **extended writing** skills and the **use of sources** to find out about the past.

It breaks naturally into **two parts**:

- 2.1–2.7 establish the **overview** then focus on **political power** and **warfare**
- 2.8–2.12 focus on **social history** and review the period.

### Learning Outcomes

This period study will help your students to develop:

- an overview of the Middle Ages period
- an awareness of the major themes of the period
- depth understanding of key moments, events and people
- improved extended writing skills
- greater confidence in forming judgements and supporting them with evidence

- an opportunity to ask their own questions and let you know what they are interested in.

At the end students will know:

- how the Norman Conquest changed England
- the role of medieval monarchs and examples of successful and unsuccessful rulers
- how relationships between monarch and barons and ordinary people evolved over time
- the causes and development of the First Crusade and the nature of links between the Christian and Muslim world
- the power of religion in the Middle Ages
- what life was like for ordinary people in the Middle Ages
- the forces changing England in the late Middle Ages following the Black Death.

They will be able to:

- identify changes and continuities over the period
- identify key features of the period
- form judgements about historical questions and support them with evidence
- understand how to write good paragraphs and how to structure essays and narrative accounts.

### Key terms and vocabulary development

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

- **Key terms:** Abbot; Apprentices; Artisans; Baron; Battering ram; Bayeux Tapestry; Bleeding; Buboes; Burh; Burial ground; Byzantine; Catapult; Cavalry; Challenge; Chantries; Commons; Coronation; Councillors; Crowned; Crucified; Crusade / Crusaders; Curtain wall; Disciples; Ditch; DNA; Domesday Book; Drawbridge; Dysentery; Earl; Empire; Flagellants; Fleet; Foot soldiers; Forest Law; Fortified; Freeman; Gatehouse; Guild; Harrying; Holy land; Hostage; Hostile; Housecarl; Humours; Interpretation; Jerusalem; Jesus; Knights; Labourers; Law and order; Lay brothers; Lollards; Medieval; Merchant; Middle Ages; Mint; Moat; Monarch; Monk; Motte and bailey; Murdrum fine; Noblemen; Non-combatants; Orb; Outlaws; Overlord; Palisade; Parliament; Peasant; Petitions; Pilgrim / Pilgrimage; Pope; Provoke; Raid; Rebellion; Reign; Renaissance; Resistance; Saxon; Scaling ladder; Sceptre; Scholar; Seljuk Turks; Sheriff; Shield Wall; Shire; Siege tower; Siege; Slavery; Symbolised; Taxes; Territory; Uprising; Viking; Villein; Watchmen.

### **Assessment opportunities**

It will give you plenty of evidence for your mixed bag of assessments.

**Each enquiry leads to a major task** which reveals both growing substantive knowledge and disciplinary knowledge. These are both evidenced in the final tasks. For example:

- the essay task at the end of 2.2 reveals both their understanding of the Norman Conquest – its key features, its significance and its consequences
- their skill in forming judgements and supporting them with evidence (lessons 2A–2D).

These end of unit assessments take various forms.

- The First Crusade final task (2.4) reveals their understanding of key features of The First Crusade and also their ability to write clear

sentences and paragraphs full of relevant historical detail (pages 28–33).

- The Edward I final task (2.6) is an explanation essay – with guidance on structure and paragraphing. It will reveal both their understanding of medieval monarchy and their ability to turn their understanding into clear explanation.
- The Medieval life task (2.8) is a strong contrast. The final product is a picture book for Y3 students, using pictures and explanations. It will reveal both students grasp of key features and diversity in the Middle Ages and their ability to use pictorial sources to find out about the past and use them in an appropriate way to support an explanation.
- The Black Death final task (2.10) takes the form of a script for a television documentary. They need to explain clearly each phase of the epidemic and also suggest ways to bring this to life in a dramatic reconstruction. This will reveal their understanding of medieval life and also their ability to explain clearly.

Every lesson offers opportunities for formative assessment, for example:

- their ability to ask historical questions (p14–15)
- their ability to think in overview (p16–17, p26–27)
- the judgements on the usefulness of sources (p34–35)
- their ability to describe key features of a period (p46–47 or p60–61)
- the ability to identify changes and continuities (p24–25, p58–59 or p42–43)
- their understanding of causes and consequences (p28–29, p36–37)
- their understanding of how we construct our picture of the past (p52–53)



- their evaluation of interpretations (p32–33).

There is also a half-termly assessment after Lesson 2.7.

### **Links to 2014 National Curriculum**

Content knowledge:

The development of Church, state and society in Medieval Britain 1066–1450 and in particular:

- the Norman Conquest
- the importance of religion and the Crusades
- the struggle between Church and crown; Magna Carta and the emergence of Parliament
- Edward I's campaigns to conquer Wales and Scotland
- Medieval society, economy and culture
- the Black Death and its social and economic impact, including the Peasants' Revolt.

Disciplinary knowledge:

Students deepen their chronologically secure knowledge and understanding of British and world history, so that it provides a well-informed context for wider learning.

- Students identify significant events and analyse trends within periods.
- They use historical terms accurately.
- They use concepts to frame and pursue historically valid enquiries.
- They create relevant, structured accounts supported by evidence.
- They use different types of historical sources to pursue enquiry.

- They discern how and why contrasting arguments and interpretations of the past have been constructed.

### **Links to prior learning in Understanding History**

The study builds on

- their awareness of features of the Middle Ages and
- their understanding of change and continuity from the thematic study of water.

### **Links to future learning in Understanding History**

- The study of the Norman Conquest (2.2) and the site study of the Tower of London (2.7) is helpful grounding for the thematic study of London through time (Unit 3).
- Their study of changing royal power (2.3) will be built on in Unit 4 in their exploration of Tudor monarchy (4.4 and 4.6) and the Civil War (4.8).
- Their study of the Muslim world in 2.4 and 2.5 will be valuable background for the study of the Mughal emperors (4.10).
- The entire study builds a strong picture of the key features of medieval Britain that will be contrasted with the early modern world in Unit 4.

### **Links to future learning at GCSE**

This unit will be a helpful **knowledge foundation** if you are studying:

<b>AQA</b> GCSE History	Norman England, c1066–c1100 or Medieval England: the reign of Edward I, 1272–1307
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<b>Pearson Edexcel</b> GCSE History	Anglo-Saxon and Norman England, c1060–88
<b>OCR B</b> GCSE History	The Norman Conquest, 1065–1087
<b>OCR A</b> GCSE History	War and British society c. 790–2010 or Power: monarchy and democracy in Britain c. 1000–2014
<b>WJEC/Eduqas</b> GCSE History	Conflict and Upheaval: England, 1337–1381 or The Crusades, c.1095–1149 1F.

GCSE **exam skill sheets** based on this unit for use now or later in the course are:

<b>AQA</b> GCSE History	<b>Skill sheet</b>	<b>Content focus/enquiry</b>	<b>Skills focus</b>
	1	Norman England (2.2)	Essays
	2	The reign of Edward I (2.6)	Accounts
	3	The impact of the Black Death (2.10)	Significance
<b>Pearson Edexcel</b> GCSE History	<b>Skill sheet</b>	<b>Content focus/enquiry</b>	<b>Skills focus</b>
	1	Norman England (2.4)	Consequence
	2	Medieval Life (2.8)	Inference
	3	The impact of the Black Death (2.10)	Importance
<b>OCR B</b> GCSE History	<b>Skill sheet</b>	<b>Content focus/enquiry</b>	<b>Skills focus</b>
	4	Norman England (2.2)	One key feature
	5	Norman England (2.2)	Analyse an interpretation
	6	Norman Conquest (2.2)	Ask historically valid questions
	7	The reign of Edward I (2.6)	Infer from sources
	8	The impact of the Black Death (2.10)	Explain the impact

### **Lesson sequence**

After the introductory overview lesson – 2.1 Big picture: The Middle Ages, 1000–1450, this unit breaks into two ‘stories’:

2.2–2.7 Focus on political power, warfare, religion and the crusades

2.2 Enquiry: How did the Normans conquer England? (4 lessons)

2.3 Close-up: Picturing medieval monarchs

2.4 Enquiry: How can we explain the First Crusade? (3 lessons)

2.5 Close-up: A Muslim map of the world

2.6 Enquiry: What did King Edward I achieve? (3 lessons)

2.7 Site study: The Tower of London – how and why castles change over time

Followed by a mid-unit half-termly assessment.

2.8–2.12 focus on medieval social history and the place of religion in daily life

2.8 Enquiry: What mattered to medieval people? (4 lessons)

2.9 Site study: Fountains Abbey – the power and wealth of the monasteries

2.10 Enquiry: What should people understand about the Black Death? (3 lessons)

2.11 Close-up: Medieval dangers

It closes with a period review

2.12 How would you sum up the Medieval period, 1000–1450?

## Lesson summaries

NB These are at-a-glance lesson summaries. You can use the below table to identify where all the supporting resources listed in the summaries can be found:

Resource	Located in:	
	Printed	Online
Lesson plans	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331334 – Understanding History: Key Stage 3: Boost Core  9781398331457 – Understanding History: Key Stage 3: Boost Premium
Lesson worksheets	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	
Pearson Edexcel, AQA and OCR B skill sheets	9781398314337 - Understanding History: Key Stage 3: Assessment Pack	
Lesson presentations		

### Lesson 2.1 Big picture: The Middle Ages, 1000–1450

Learning objectives	Main teaching activities	Key term	Supporting resources
<ul style="list-style-type: none"> <li>Understand when the Middle Ages took place</li> <li>Learn about the key events of the period</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the main events of the period</li> <li>Identifying key events that would have had a big impact on people and challenges to the power of the medieval monarch</li> </ul>	<ul style="list-style-type: none"> <li>Baron</li> <li>Middle Ages</li> <li>Medieval</li> <li>Renaissance</li> <li>Saxon</li> <li>Viking</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.1</li> <li>Worksheet 2.1.1</li> <li>Worksheet 2.1.2</li> <li>Worksheet 2.1.3</li> <li>Lesson presentation</li> <li>AQA skill sheet 3</li> </ul>

## Unit 2 Period study: Understanding the Middle Ages, 1000–1450 (24 lessons)

Four lesson enquiry on the Norman Conquest:

### Lesson 2.2A How did the Normans conquer England?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the reasons why England was worth conquering</li> <li>Find out about things that made it easy for the Normans to conquer England, and things that made it difficult</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the enquiry</li> <li>Finding out about England in the 1060s and making lists about reasons why the Normans could conquer England</li> </ul>	<ul style="list-style-type: none"> <li>Burh</li> <li>Cavalry</li> <li>Earl</li> <li>Housecarl</li> <li>Merchant</li> <li>Mint</li> <li>Sceptre</li> <li>Shire</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.2A</li> <li>Worksheet 2.2A</li> <li>Lesson presentation</li> </ul>

### Lesson 2.2B Taking the crown, 1066

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understanding the events of the Battle of Hastings</li> <li>Explain why the Normans were successful</li> </ul>	<ul style="list-style-type: none"> <li>Presenting the events of the Battle itself</li> <li>Writing an explanation and evaluation of why the Normans were successful</li> </ul>	<ul style="list-style-type: none"> <li>Bayeux Tapestry</li> <li>Crowned</li> <li>Fleet</li> <li>Interpretation</li> <li>Provoke</li> <li>Raid</li> <li>Shield Wall</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.2B</li> <li>Worksheet 2.2B</li> <li>Lesson presentation</li> </ul>

## Unit 2 Period study: Understanding the Middle Ages, 1000–1450 (24 lessons)

### Lesson 2.2C Gaining control of England, 1067–71

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand how the Normans put down rebellions</li> <li>Explain how castles helped the Normans to take control</li> </ul>	<ul style="list-style-type: none"> <li>Presenting the rebellions in the North, East and West</li> <li>Examine the image of a castle to explain how the Normans used them to keep control</li> </ul>	<ul style="list-style-type: none"> <li>Gatehouse</li> <li>Harrying</li> <li>Motte and bailey</li> <li>Palisade</li> <li>Rebellion</li> <li>Symbolised</li> <li>Uprising</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.2C</li> <li>Worksheet 2.2C</li> <li>Lesson presentation</li> </ul>

### Lesson 2.2D Keeping control of England, 1071–87

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the methods the Normans used to keep control of England</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the different methods of control used by the Normans and assess to what degree they were welcomed by the English</li> <li>Answering the Final Task to argue to what extent the Normans used violence and brutality to conquer England</li> </ul>	<ul style="list-style-type: none"> <li>Domesday Book</li> <li>Forest Law</li> <li>Murdrum fine</li> <li>Slavery</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.2D</li> <li>Worksheet 2.2D.1</li> <li>Worksheet 2.2D.2</li> <li>Lesson presentation</li> <li>Pearson Edexcel skill sheet 2</li> <li>AQA skill sheet 1</li> <li>OCR B Skill sheet 4</li> <li>OCR B Skill sheet 5</li> <li>OCR B Skill sheet 6</li> </ul>

## Unit 2 Period study: Understanding the Middle Ages, 1000–1450 (24 lessons)

### Lesson 2.3 Picturing medieval monarchs

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>To have an overview of the monarchs ruling from 1087 to 1272</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the portrayal of King John in the source</li> <li>Evaluating how strong and successful the monarchs of the Medieval period were</li> </ul>	<ul style="list-style-type: none"> <li>Baron</li> <li>Law and order</li> <li>Monarch</li> <li>Monk</li> <li>Rebellion</li> <li>Territory</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.3</li> <li>Worksheet 2.3.1</li> <li>Worksheet 2.3.2</li> <li>Lesson presentation</li> </ul>

Three-lesson enquiry on The First Crusade:

### Lesson 2.4A How can we explain the First Crusade?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the importance of medieval Jerusalem</li> <li>Understand who joined the First Crusade and why</li> </ul>	<ul style="list-style-type: none"> <li>Setting up the enquiry to explain three aspects of the First Crusade</li> <li>Writing a detailed paragraph about the people who joined the First Crusade</li> </ul>	<ul style="list-style-type: none"> <li>Byzantine</li> <li>Crucified</li> <li>Crusade / Crusaders</li> <li>Foot soldiers</li> <li>Jerusalem</li> <li>Jesus</li> <li>Knights</li> <li>Noblemen</li> <li>Non-combatants</li> <li>Pilgrim / Pilgrimage</li> <li>Pope</li> <li>Seljuk Turks</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.4A</li> <li>Worksheet 2.4A.1</li> <li>Worksheet 2.4A.2</li> <li>Lesson presentation</li> </ul>

## Unit 2 Period study: Understanding the Middle Ages, 1000–1450 (24 lessons)

### Lesson 2.4B The crusaders' journey to Jerusalem

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the challenges faced by the first crusaders on their way to Jerusalem</li> </ul>	<ul style="list-style-type: none"> <li>Making notes on the challenges faced on the journey to Jerusalem</li> <li>Writing a detailed paragraph about the journey</li> </ul>	<ul style="list-style-type: none"> <li>Byzantine</li> <li>Challenge</li> <li>Empire</li> <li>Seljurk Turks</li> <li>Siege</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.4B</li> <li>Worksheet 2.4B</li> <li>Worksheet 2.4A.2</li> <li>Lesson presentation</li> </ul>

### Lesson 2.4C The capture of Jerusalem

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the events surrounding the capture of Jerusalem and the violence used</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating interpretations of the siege of Jerusalem</li> <li>Writing a final detailed paragraph about the massacre at Jerusalem</li> </ul>	<ul style="list-style-type: none"> <li>Battering ram</li> <li>Catapult</li> <li>Scaling ladder</li> <li>Siege tower</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.4C</li> <li>Worksheet 2.4C</li> <li>Worksheet 2.4A.2</li> <li>Lesson presentation</li> </ul>

### Lesson 2.5 Close up: A Muslim map of the world

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand what a map can tell us about the Medieval world</li> </ul>	<ul style="list-style-type: none"> <li>Exploring relations between the Christian and Muslim worlds</li> <li>Interpreting the map and evaluating its usefulness</li> </ul>	<ul style="list-style-type: none"> <li>Crusade</li> <li>Holy land</li> <li>Hostile</li> <li>Scholar</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.5</li> <li>Worksheet 2.5</li> <li>Lesson presentation</li> </ul>



## Unit 2 Period study: Understanding the Middle Ages, 1000–1450 (24 lessons)

Three-lesson enquiry on Edward I:

### Lesson 2.6A What did King Edward I achieve?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand when Edward I reigned</li> <li>Understand the problems Edward I inherited</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the problems Edward faced</li> <li>Writing the first two sentences of an essay about Edward's reign</li> </ul>	<ul style="list-style-type: none"> <li>Baron</li> <li>Coronation</li> <li>Parliament</li> <li>Rebellion</li> <li>Reign</li> <li>Taxes</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.6A</li> <li>Worksheet 2.6A.1</li> <li>Worksheet 2.6A.2</li> <li>Lesson presentation</li> </ul>

### Lesson 2.6B Ruling England

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the changes Edward made to law and order</li> <li>Understand how Edward increased his control over the barons</li> </ul>	<ul style="list-style-type: none"> <li>Examining the seal of Edward I and its meaning</li> <li>Writing the second and third paragraphs of the essay about law and order and the barons</li> </ul>	<ul style="list-style-type: none"> <li>Commons</li> <li>Orb</li> <li>Parliament</li> <li>Petitions</li> <li>Sceptre</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.6B</li> <li>Worksheet 2.6B</li> <li>Lesson presentation</li> </ul>

## Unit 2 Period study: Understanding the Middle Ages, 1000–1450 (24 lessons)

### Lesson 2.6C Edward's wars

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the events and degree of success of Edward's wars with Wales and Scotland</li> </ul>	<ul style="list-style-type: none"> <li>Comparing the war in Wales with the war in Scotland and evaluating Edward's success to write paragraphs four and five of the essay</li> <li>Making a judgement about Edward's reign in order to write a concluding paragraph to the essay</li> </ul>	<ul style="list-style-type: none"> <li>Dysentery</li> <li>Hostage</li> <li>Overlord</li> <li>Rebellion</li> <li>Resistance</li> <li>Sheriff</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.6C</li> <li>Worksheet 2.6C</li> <li>Lesson presentation</li> <li>AQA skill sheet 2</li> <li>OCR B skill sheet 7</li> </ul>

### Lesson 2.7 Site study: The Tower of London – how and why castles change over time

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand how and why castles change over time</li> </ul>	<ul style="list-style-type: none"> <li>Exploring and labelling the Tower in 1200 and in 1300</li> <li>Examining why the Tower changed over time</li> </ul>	<ul style="list-style-type: none"> <li>Curtain wall</li> <li>Ditch</li> <li>Drawbridge</li> <li>Fortified</li> <li>Moat Territory</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.7</li> <li>Worksheet 2.7</li> <li>Lesson presentation</li> </ul>

Four lesson enquiry on Medieval life:

### Lesson 2.8A The Lords

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the contents of the <i>Luttrell Psalter</i></li> <li>Understand and explain what mattered to medieval lords</li> </ul>	<ul style="list-style-type: none"> <li>Examining the <i>Luttrell Psalter</i></li> <li>Creating the first page of a picture book on what mattered to lords such as Sir Geoffrey Luttrell</li> </ul>	<ul style="list-style-type: none"> <li>Baron</li> <li>Lord of the Manor</li> <li>Psalm</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.8A</li> <li>Worksheet 2.8A.1</li> <li>Worksheet 2.8A.2</li> <li>Lesson presentation</li> </ul>

## Unit 2 Period study: Understanding the Middle Ages, 1000–1450 (24 lessons)

### Lesson 2.8B Peasants

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the lifestyles and occupations of peasants in medieval society</li> </ul>	<ul style="list-style-type: none"> <li>Examining images of working life from the <i>Luttrell Psalter</i></li> <li>Creating the second page of the picture book on what mattered to peasants in medieval society</li> </ul>	<ul style="list-style-type: none"> <li>Famine</li> <li>Freeman</li> <li>Harvest</li> <li>Peasant</li> <li>Villein</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.8B</li> <li>Worksheet 2.8B</li> <li>Lesson presentation</li> </ul>

### Lesson 2.8C People in towns

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the lifestyles and occupations of people living in medieval towns</li> <li>Understand the social hierarchy</li> </ul>	<ul style="list-style-type: none"> <li>Analysing a source depicting a medieval town, and information on different social groups</li> <li>Creating the third page of the picture book on what mattered to people in medieval towns</li> </ul>	<ul style="list-style-type: none"> <li>Apprentices</li> <li>Artisans</li> <li>Councillors</li> <li>Guild</li> <li>Labourers</li> <li>Watchmen</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.8C</li> <li>Worksheet 2.8C</li> <li>Lesson presentation</li> </ul>

### Lesson 2.8D Why medieval religion mattered so much to everyone

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understanding the importance and influence of religion in medieval society</li> </ul>	<ul style="list-style-type: none"> <li>Analysing a doom painting</li> <li>Creating the final page of the picture book on why religion mattered so much in medieval society</li> </ul>	<ul style="list-style-type: none"> <li>Disciples</li> <li>Heaven</li> <li>Hell</li> <li>Mass</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.8D</li> <li>Worksheet 2.8D</li> <li>Lesson presentation</li> <li>Pearson Edexcel skill sheet 3</li> </ul>

## Unit 2 Period study: Understanding the Middle Ages, 1000–1450 (24 lessons)

### Lesson 2.9 Site study: Fountains Abbey – the power and wealth of the monasteries

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the functions and importance of Fountains Abbey</li> <li>Understand methods used to visually reconstruct historical sites</li> </ul>	<ul style="list-style-type: none"> <li>Examine a source to understand the significance of a site</li> <li>Comparing a reconstruction painting with a photograph and understanding the techniques of reconstruction</li> </ul>	<ul style="list-style-type: none"> <li>Abbot</li> <li>Lay brothers</li> <li>Monastery</li> <li>Reconstruction artists</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.9</li> <li>Worksheet 2.9</li> <li>Lesson presentation</li> </ul>

Three lesson enquiry on The Black Death:

### Lesson 2.10A The Black Death arrives

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the causes and symptoms of the Black Death</li> </ul>	<ul style="list-style-type: none"> <li>Investigating archaeological findings</li> <li>Writing the first section of a documentary on the Black Death – a script and reconstruction on the causes and symptoms of the disease</li> </ul>	<ul style="list-style-type: none"> <li>Archaeologists</li> <li>Buboes</li> <li>Burial ground</li> <li>DNA</li> <li>Epidemic</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.10A</li> <li>Worksheet 2.10A.1</li> <li>Worksheet 2.10A.2</li> <li>Lesson presentation</li> </ul>

### Lesson 2.10B How people responded to the Black Death

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand responses to the Black Death: attempted cures; asking God's forgiveness; practical things to stop the disease spreading</li> </ul>	<ul style="list-style-type: none"> <li>Classifying responses to the Black Death</li> <li>Writing a script and reconstruction for how people responded to the Black Death</li> </ul>	<ul style="list-style-type: none"> <li>Bleeding</li> <li>Flagellants</li> <li>Humours</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.10B</li> <li>Worksheet 2.10B</li> <li>Worksheet 2.10A.1</li> <li>Lesson presentation</li> </ul>

## Unit 2 Period study: Understanding the Middle Ages, 1000–1450 (24 lessons)

### Lesson 2.10C What the Black Death changed

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the impact of the Black Death on the population and how society changed after the disease</li> </ul>	<ul style="list-style-type: none"> <li>Investigating a change in attitudes caused by the disease – influence of religion – as well as changes to daily life</li> <li>Writing the final script and reconstruction on what the Black Death changed and sharing them with a partner</li> </ul>	<ul style="list-style-type: none"> <li>Chantries</li> <li>Rebellion</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.10C</li> <li>Worksheet 2.10C</li> <li>Worksheet 2.10A.1</li> <li>Lesson presentation</li> <li>Pearson Edexcel skill sheet 4</li> <li>OCR B skill sheet 8</li> </ul>

### Lesson 2.11 Close up: Medieval dangers

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the dangers facing people in Medieval society</li> </ul>	<ul style="list-style-type: none"> <li>Comparing the dangers of travel, childbirth, violence and heresy with society today</li> <li>Creating a 'You have been warned' poster for time travellers to the Middle Ages</li> </ul>	<ul style="list-style-type: none"> <li>Heresy</li> <li>Heretics</li> <li>Lollards</li> <li>Outlaws</li> <li>Persecution</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.11</li> <li>Worksheet 2.11.1</li> <li>Worksheet 2.11.2</li> <li>Lesson presentation</li> </ul>

### Lesson 2.12 Period Review: How would you sum up the Medieval period?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>To review the Medieval period</li> </ul>	<ul style="list-style-type: none"> <li>Selecting two events, people, developments or ideas and two places that are important features of the period</li> <li>Making connections between different features of the period</li> <li>Creating a title page</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 2.12</li> <li>Worksheet 2.12.1</li> <li>Worksheet 2.12.2</li> <li>Lesson presentation</li> </ul>

### About the unit

**This is a thematic study** which uses a single place to reinforce understanding of period and to understand key phases in the History of England and Britain.

It is deliberately content light to give plenty of opportunity to fully explore each era and to make comparisons between earlier periods and make connections with previous study.

It puts further flesh on the **chronological spine of British history** that we first mapped out in the thematic study of water. The same periods are referenced.

It covers a very broad period of time from Roman Britain to modern Britain but viewing the **broad arc of time**.

The **topic** of London is both important in its own right as it is the largest city in England and a city which exerts such a strong influence on the development of England and Britain's global role from Roman times to the present.

It is also a **local study** in itself for hundreds of schools (or even more) with over 20 million people living in southern England in the orbit of its capital.

It also provides a **model** for how you might approach similar studies of other cities as part of your own local history investigation. No city in England has as long and well documented history but the idea and approach is replicable in all contexts.

**Short and focused thematic studies** such as this are one of the best ways to develop chronological understanding and awareness of the broad arc of time. But they need to have focus.

- Our first thematic study viewed a long period through a single feature (sanitation).

- This views it through a single place (London).
- The next through a single product (sugar).
- And the last through a single issue (migration).

### Learning Outcomes

This thematic study will help your students to develop:

- a deepening sense of period
- further vocabulary to talk about periods
- overview knowledge of the history of London – a major British and world city
- an awareness that some things change over time and some things stay the same
- an understanding of why things change – including the role of invasion, natural disaster, trade, empire and war on the development of London.

At the end students will know:

- what each period is called and its dates
- the shape and character of London in each period
- how we use different kinds of sources to find out about each period.

They will be able to:

- identify some changes and continuities over time
- identify key features of each period
- write some clear descriptions of key features in each period.

### Key terms and vocabulary development

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

- **Key terms:** Amphitheatre; Archaeologists; Basilica; City; Fort; Forum; Great Fire; High-rise towers; Londinium; London; Lundenwic; Monasteries; Normans; Public Baths; Religious precincts; River Thames; Saxons; Second World War; Skyscrapers; Suburbs; Theatres; Trade; Traitors; Underground; Vikings.

### **Assessment opportunities**

The **end of enquiry final task** is a supported piece of extended writing that will reveal:

- students' **writing skills** independence
- their awareness of **key features** of London in each period
- their understanding of **change over time** (how things have changed or stayed the same from period to period)
- their understanding of **causes** (why things have changed or stayed the same).

**Every lesson offers opportunities for formative assessment**, particularly:

- how we use photos and reconstructions to find out about the past (every lesson).

### **Links to 2014 National Curriculum**

Content knowledge:

- a study of a site dating from a period before 1066.

Disciplinary knowledge

- chronological knowledge of British History
- correct use of historical terminology
- analyse trends over a long arc of time
- write an evidentially supported account.

### **Links to future learning in Understanding History**

- The same periods will be revisited in the later thematic studies (Units 5 and 7).
- This study provides a chronological context for the next period study (Unit 4) on Early Modern Britain, in particular:
- the increasing connections between Europe and the new World studied in 4.2
- the religious and political changes under Henry VIII studied in 4.4
- the symbol and function of Hampton Court Palace studied in 4.5
- the Elizabethan cultural golden age studied in 4.6
- the site study of the Globe theatre studied in 4.7



**Links to future learning at GCSE**

This unit will provide useful contextual background for:

<b>AQA</b> GCSE History	Restoration England, 1660–1685
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GCSE **exam skill sheets** based on this unit for use now or later in the course are:

Pearson Edexcel GCSE History	Skill sheet	Content focus/enquiry	Skills focus
	5	Roman London (3B)	Describe key features

## Lesson sequence

These six lessons form a single sequence in which students visit six periods of British history and compare them. NB These are at-a-glance lesson summaries. You can use the below table to identify where all the supporting resources listed in the summaries can be found:

Resource	Located in:	
	Printed	Online
Lesson plans	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331334 – Understanding History: Key Stage 3: Boost Core  9781398331457 – Understanding History: Key Stage 3: Boost Premium
Lesson worksheets	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	
Pearson Edexcel, AQA and OCR B skill sheets	9781398314337 - Understanding History: Key Stage 3: Assessment Pack	
Lesson presentations		

## Lesson summaries

Lesson 3A Thematic study: Enquiry set-up and London through time			
Learning objectives	Main teaching activities	Key term	Supporting resources
<ul style="list-style-type: none"> <li>Understand that London is a modern city but with a long and rich history</li> </ul>	<ul style="list-style-type: none"> <li>Setting up the enquiry – to write a Time Traveller's Guide to London</li> <li>Creating a walking tour poster of London</li> </ul>	<ul style="list-style-type: none"> <li>City</li> <li>London</li> <li>River Thames</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 3A</li> <li>Worksheet 3A</li> <li>Lesson presentation</li> </ul>

## Unit 3 Thematic study: London through time (6 lessons)

### Lesson 3B Roman London, AD43–AD400

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand key features of Roman London</li> </ul>	<ul style="list-style-type: none"> <li>Examining features of Roman London</li> <li>Writing the first section of the Time Traveller's Guide to describe London in this period</li> </ul>	<ul style="list-style-type: none"> <li>Amphitheatre</li> <li>Archaeologists</li> <li>Basilica</li> <li>Baths</li> <li>Fort</li> <li>Forum</li> <li>Londinium</li> <li>Public</li> <li>Religious precincts</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 3B</li> <li>Worksheet 3B.1</li> <li>Worksheet 3B.2</li> <li>Lesson presentation</li> <li>Pearson Edexcel skill sheet 5</li> </ul>

### Lesson 3C Medieval London, AD400–AD1450

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the changes that took place in London during the Middle Ages</li> </ul>	<ul style="list-style-type: none"> <li>Creating a timeline of changes in London in the early and late Middle Ages, and colour-coding the reasons for the changes</li> <li>Writing the second section of the Time Traveller's Guide to describe what's changed in London</li> </ul>	<ul style="list-style-type: none"> <li>Londinium</li> <li>Lundenwic</li> <li>Normans</li> <li>Saxons</li> <li>Vikings</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 3C</li> <li>Worksheet 3C</li> <li>Worksheet 3B.2</li> <li>Lesson presentation</li> </ul>

## Unit 3 Thematic study: London through time (6 lessons)

### Lesson 3D Early Modern London, 1450–1750

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the changes that took place in London between 1450 and 1750</li> </ul>	<ul style="list-style-type: none"> <li>Studying a painting of London to understand how and why it changed in this period</li> <li>Learning about the Great Fire of London</li> <li>Writing the third section of the Time Traveller's Guide to describe what changed in London</li> </ul>	<ul style="list-style-type: none"> <li>Great Fire</li> <li>Monasteries</li> <li>Suburbs</li> <li>Theatres</li> <li>Trade</li> <li>Traitors</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 3D</li> <li>Worksheet 3D</li> <li>Worksheet 3B.2</li> <li>Lesson presentation</li> </ul>

### Lesson 3E London, 1750–1900

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the changes that took place in London between 1750 and 1900</li> </ul>	<ul style="list-style-type: none"> <li>Finding evidence of new buildings on a painting of London</li> <li>Examining the impact of the railways on London</li> <li>Writing the fourth section of the Time Traveller's Guide to describe what the traveller would have seen in London in 1810 and in 1900</li> </ul>	<ul style="list-style-type: none"> <li>Suburbs</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 3E</li> <li>Worksheet 3E</li> <li>Worksheet 3B.2</li> <li>Lesson presentation</li> </ul>

### Lesson 3F London since 1900

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the effects of the war on London</li> <li>Understand what London looks like today</li> </ul>	<ul style="list-style-type: none"> <li>Recording changes to the city after the war and in recent years</li> <li>Writing the final section of the Time Traveller's Guide to describe London in the 1940s and 1980s</li> <li>Writing a recommendation about which period was the best time to visit London</li> </ul>	<ul style="list-style-type: none"> <li>High-rise towers</li> <li>Second World War</li> <li>Skyscrapers</li> <li>Underground</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 3F</li> <li>Worksheet 3F</li> <li>Worksheet 3B.2</li> <li>Lesson presentation</li> </ul>

### About the unit

**This is a period study** which looks in **overview** and **depth** at the key events, stories and developments in the **Early Modern Period 1450–1750**.

It examines both **political** and **social** history. It provides depth enquiries of iconic KS3 topics such as **The English Reformation, the Elizabethan Age** and **the English Civil War** alongside some less commonly studied topics such as **the Mughal Empire**.

The unfolding story of **church, state** and **society** is integrated into the depth enquiries and also covered as part of the overview.

It includes two **site studies** of a famous **palace** (Hampton Court) and a **country house** (Dyrham Park).

As in previous units there is a strong focus on developing students **extended writing** skills and the ability to interrogate and **use sources** to find out about the past.

It breaks naturally into **three parts**:

- 4.1 and 4.2 establish the **overview** of the period and introduce key changes
- 4.3–4.7 examine the Tudor century focusing on **political, religious** and **cultural change**
- 4.8–.12 focus on seventeenth century **political upheavals** and the beginnings of the **British Empire**.

### Learning Outcomes

This period study will help your students to develop:

- an overview of the Early Modern period
- an awareness of the major themes of the period

- depth understanding of key moments, events and people
- improved extended writing skills
- greater confidence in forming judgements and supporting them with evidence.

At the end students will know:

- how the Renaissance, the Reformation and the age of exploration and colonisation changed Europe and also changed England
- what mattered to Henry VIII through his long reign and how his search for an heir and need for money led to the English Reformation and the dissolution of the monasteries
- the key developments in Elizabeth's reign including the defeat of the Spanish Armada, the Elizabethan Poor Law, the activities of British privateers and explorers and the cultural developments
- the causes and development of the English Civil War
- the key features of the Mughal Empire between the fifteenth and eighteenth centuries, as a significant society beyond Europe.
- the forces that were leading to the growth of the British Empire including the founding of the East India Company

They will be able to:

- identify key features of the period
- identify changes taking place through the period
- identify causes and consequences of those changes
- form judgements about historical questions such as whether the Elizabethan Age was a Golden Age and support them with evidence

- understand how to write good paragraphs and how to structure essays and narrative accounts.

### **Key terms and vocabulary development**

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

- **Key terms:** Act of Succession; Act of Supremacy; Act of Union; Aldermen; Ambassador; Anatomy; Apprentice; Architect; Armada; Astronomy; Barge; Cellar; Bear-baiting; Catholics; Catholics; Census; Chapel; Chivalry; Civil servant; Civil War; Civilisations; Colonise; Colonial powers; Colony; Coronation; Crucifix; Defender of the Faith; Diggers; Disembowelled; Dissection; Dynasty; Early Modern; East India Company; East Indies; Envoy; Excommunicated; Executed; Execution; Exile; Fire-ships; Genius; Gentlemen of the Privy Chamber; Glorious Revolution; Golden Age; Grammar school; Grand Remonstrance; 'Great Matter'; Guardian; Henry's Great Bible; Heretic; Illumination; Indulgences; Inventions; Investors; Jacobite Rebellion; Jousting; Legitimate; Levellers; Lord Protector; Lute; Madrasses; May Day; Merchants; Miniature paintings; Miniatures; Monasteries; Mosques; Mughal emperor; Mughal; Muskets; National Trust; Native Americans; Ninety-five Thesis; Nunneries; Parliamentarian; Personal rule; Petition of right; Pikes; Pillaged; Print press; Privy Chambers; Protestants; Puritan; Reformation; Renaissance; Republic; Restoration; Royal charter; Royalist; Scribes; Sculptor; Ship money; Slave trade; Slavery; Spice trade; Suckets; Sugar plantations; Taj Mahal; Tapestries; Trade routes; Trading post; Treason Act; Unemployment; Vagrants; Yeomen.

### **Assessment opportunities**

It will give you plenty of evidence for your mixed bag of assessments.

**Each enquiry leads to a major task** which reveals both growing substantive knowledge and disciplinary knowledge. These are both evidenced in the final tasks. For example:

- the podcast task in 4.2 will test their knowledge of the Renaissance, the age of Exploration and the Reformation and
- their skill in understanding change and continuity and the factors causing change and continuity.

These end of unit assessments take various forms.

- The Henry VIII task (4.4) involves writing a clear and organised summary – it will assess both knowledge of Henry's reign and the issues facing him in different phases but also their ability to write an explanatory paragraph about each phase.
- The Elizabeth enquiry (4.6) explores the major events of and developments of Elizabeth's reign leading to an interpretations essay.
- The Mughal Empire enquiry (4.10) leads to a judgement essay.

Every lesson offers opportunities for formative assessment, for example:

- their ability to ask historical questions (p76–77)
- their ability to think in overview (pp78–79).
- their ability to use sources (pp106–07).
- their ability to identify and explain key features of a historical site (pp96–97, pp114–115)
- their ability to describe key features of a period (pp86–87, pp88–89)
- their understanding of causes and consequences (pp84–85, pp110–11)

There is also a half-termly assessment at the end of Lessons 4.2, 4.7 and 4.12.

### Links to 2014 National Curriculum

Content knowledge:

The development of Church, state and society in Britain 1450-1750 and in particular:

- the Renaissance and Reformation in Europe
- the English Reformation
- the Elizabethan religious settlement and conflict with Catholics
- the first colony in America
- first contact with India
- the causes and events of the English civil wars
- society, economy and culture in the Elizabethan era.

Disciplinary knowledge:

Students deepen their chronologically secure knowledge and understanding of British and world history, so that it provides a well-informed context for wider learning.

- Students identify significant events and analyse trends within periods.
- They use historical terms accurately.
- They use concepts to frame and pursue historically valid enquiries.
- They create relevant, structured accounts supported by evidence.
- They use different types of historical sources to pursue enquiry.
- They discern how and why contrasting arguments and interpretations of the past have been constructed.

### Links to prior learning in Understanding History

The study builds on

- their awareness of features of the Middle Ages and
- their understanding of change and continuity from the thematic study of water.

### Links to future learning in Understanding History

This study builds on overview knowledge of Early Modern Britain introduced in the two thematic studies:

- the increasing connections between Europe and the new World exemplified in the study of London (Unit 3)
- their study of the main changes 1450–1550 (4.2) contrasts with the medieval world they studied in Unit 2
- their study of the Muslim world in Unit 2 is built on in their study of the Mughal emperors (4.10).

It also picks up and takes forward understanding of some of the key issues studied in the Middle Ages unit:

- the power of religion studied in 2.4 and 2.8
- the changing nature of royal power studied in 2.3 and 2.6 – leading to the trauma of Civil War and the execution of Charles I.

### Links to future learning at GCSE

This unit will be a helpful **knowledge foundation** if you are studying:

<b>AQA</b> GCSE History	Elizabethan England, c1568–1603 or Restoration England, 1660–1685
<b>Pearson Edexcel</b> GCSE History	Henry VIII and his ministers, 1509–40
<b>OCR B</b> GCSE History	The Elizabethans, 1580–1603
<b>OCR A</b> GCSE History	Personal rule to restoration 1629–1660
<b>WJEC/Eduqas</b> GCSE History	The Elizabethan Age, 1558–1603



GCSE **exam skill sheets** based on this unit for use now or later in the course are:

AQA GCSE History	Skill sheet	Content focus/enquiry	Skills focus
	5	The reign of Elizabeth I (4.6)	Essays
	6	Site study: Dyrham Park (4.9)	Site essay
	7	The English Civil War (4.8)	Accounts
Pearson Edexcel GCSE History	Skill sheet	Content focus/enquiry	Skills focus
	6	Renaissance (4.2)	Utility of sources
	7a and b	Mary I (4.6)	Interpretation
	8	The reign of Elizabeth I (4.6)	Judgement
OCR B GCSE History	Skill sheet	Content focus/enquiry	Skills focus
	9	Henry VIII (4.4)	Explain the causes
	10	Elizabethan England (4.6)	Usefulness of sources
	11	Elizabethan England (4.6)	Depth study essay
	12	The Mughal Empire (4.10)	Clear and organised summary

## **Lesson sequence**

After the introductory overview lesson –

### **4.1 Big picture: The Early Modern period and 4.2 Enquiry: What changed, 1450–1550?**

Followed by an early-unit half-termly assessment.

This unit breaks into two ‘stories’:

4.3–4.7 examine the Tudor century focusing on **political, religious and cultural change**:

4.3 Close-up: ‘The Ambassadors’, by Hans Holbein

4.4 Enquiry: What mattered to Henry VIII?

4.5 Site study: Hampton Court Palace – the power of Tudor monarchs

4.6 Enquiry: How far was Elizabethan England a ‘golden age’?

4.7 Close-up: The new theatres

Followed by a mid-unit half-termly assessment.

4.8–4.12 focus on seventeenth century **political upheavals** and the beginnings of the **British Empire**:

4.8 Enquiry: How can we explain the Civil War?

4.9 Site study: Dyrham Park – how the rich lived in the seventeenth century

4.10 Enquiry: Who was the greatest Mughal Emperor?

4.11 Close-up: The East India Company

It closes with a period review:

4.12 Period review: How would you sum up the Early Modern period, 1450–1750?

Followed by an end-unit half-termly assessment.

## Lesson summaries

NB These are at-a-glance lesson summaries. You can use the below table to identify where all the supporting resources listed in the summaries can be found:

Resource	Located in:	
	Printed	Online
Lesson plans	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331334 – Understanding History: Key Stage 3: Boost Core  9781398331457 – Understanding History: Key Stage 3: Boost Premium
Lesson worksheets	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	
Pearson Edexcel, AQA and OCR B skill sheets	9781398314337 - Understanding History: Key Stage 3: Assessment Pack	
Lesson presentations		

### Lesson 4.1 Big picture: The Early Modern period

Learning objectives	Main teaching activities	Key term	Supporting resources
<ul style="list-style-type: none"> <li>Understand when the Early Modern period took place</li> <li>Learn about the key events of the period</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the main events of the period</li> <li>Finding three examples of Europe becoming more connected with the outer world; three religious changes; writing two sentences to explain how the power of monarchy changed</li> </ul>	<ul style="list-style-type: none"> <li>Act of Union</li> <li>Early Modern</li> <li>Reformation</li> <li>Glorious Revolution</li> <li>Jacobite Rebellion</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.1</li> <li>Worksheet 4.1.1</li> <li>Worksheet 4.1.2</li> <li>Lesson presentation</li> </ul>

## Unit 4 Period study: Understanding the changing world, 1450–1750 (24 lessons)

Four lesson enquiry on the main changes:

<b>Lesson 4.2A</b> Leonardo da Vinci			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand the life and work of Leonardo da Vinci – a Renaissance man</li> </ul>	<ul style="list-style-type: none"> <li>Discovering the achievements of Leonardo da Vinci</li> <li>Answering the podcast question: What made Leonardo da Vinci so remarkable?</li> </ul>	<ul style="list-style-type: none"> <li>Anatomy</li> <li>Apprentice</li> <li>Architect</li> <li>Dissection</li> <li>Genius</li> <li>Inventions</li> <li>Sculptor</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.2A</li> <li>Worksheet 4.2A.1</li> <li>Worksheet 4.2A.2</li> <li>Lesson presentation</li> </ul>

<b>Lesson 4.2B</b> The Renaissance			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand what the Renaissance was and the changes it brought about</li> <li>Understand the impact of the printing press</li> </ul>	<ul style="list-style-type: none"> <li>Considering aspects of change in this period</li> <li>Answering the podcast questions: What was the Renaissance and what did it change? And: What was a printing press and why was it such an important invention?</li> </ul>	<ul style="list-style-type: none"> <li>Illumination</li> <li>Printing press</li> <li>Renaissance</li> <li>Scribes</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.2B</li> <li>Worksheet 4.2B</li> <li>Worksheet 4.2A.2</li> <li>Lesson presentation</li> </ul>

## Unit 4 Period study: Understanding the changing world, 1450–1750 (24 lessons)

### Lesson 4.2C Connecting the world

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the voyages of exploration undertaken by the Portuguese and Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Finding out about the voyages to answer the podcast question: How did the world become more connected in the period 1450–1550?</li> <li>Considering different perspectives on the voyages to answer the podcast question: What were the consequences for different parts of the world?</li> </ul>	<ul style="list-style-type: none"> <li>Civilisations</li> <li>Colonise</li> <li>Merchants</li> <li>Slavery</li> <li>Spice trade</li> <li>Sugar plantations</li> <li>Trade routes</li> <li>Trading post</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.2C</li> <li>Worksheet 4.2C</li> <li>Worksheet 4.2A.2</li> <li>Lesson presentation</li> </ul>

### Lesson 4.2D Reformation

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand details of how the Reformation happened and what it changed</li> </ul>	<ul style="list-style-type: none"> <li>Understanding why Luther's ideas were so shocking and answering the podcast question: What was the Reformation?</li> <li>Learning about the spread of Luther's ideas to answer the podcast question: How did the Reformation happen?</li> <li>Finding out about what happened after Luther's 'Ninety-five Theses' and answering the podcast question: What were the consequences of the Reformation?</li> </ul>	<ul style="list-style-type: none"> <li>Catholics</li> <li>Excommunicated</li> <li>Heretic</li> <li>Indulgences</li> <li>Ninety-five Thesis</li> <li>Protestants</li> <li>Reformation</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.2D</li> <li>Worksheet 4.2D.1</li> <li>Worksheet 4.2D.2</li> <li>Worksheet 4.2A.2</li> <li>Lesson presentation</li> <li>Pearson Edexcel skill sheet 6</li> </ul>

## Unit 4 Period study: Understanding the changing world, 1450–1750 (24 lessons)

### Lesson 4.3 Close up: The Ambassadors

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand that a painting can tell us about an artist's skill, and also about the period in which it was painted and the life of the painting's subject</li> </ul>	<ul style="list-style-type: none"> <li>Examining and annotating the painting</li> <li>Writing thought bubbles to show what Jean de Dinteville would have been thinking in this period</li> </ul>	<ul style="list-style-type: none"> <li>Ambassador</li> <li>Astronomy</li> <li>Coronation</li> <li>Crucifix</li> <li>Lute</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.3</li> <li>Worksheet 4.3</li> <li>Lesson presentation</li> </ul>

Three-lesson enquiry on Henry VIII:

### Lesson 4.4A The early years, 1509–25

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand what mattered to Henry VIII in the first sixteen years of his reign</li> </ul>	<ul style="list-style-type: none"> <li>Making notes to summarise what mattered to the king in this period</li> <li>Writing a more detailed and organised summary of what mattered to Henry during the early years of his reign</li> </ul>	<ul style="list-style-type: none"> <li>Allies</li> <li>Chivalry</li> <li>Defender of the Faith</li> <li>Dynasty</li> <li>Gentlemen of the Privy Chamber</li> <li>Jousting</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.4A</li> <li>Worksheet 4.4A.1</li> <li>Worksheet 4.4A.2</li> <li>Lesson presentation</li> </ul>

## Unit 4 Period study: Understanding the changing world, 1450–1750 (24 lessons)

### Lesson 4.4B The middle years, 1526–34

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the details of the king's 'Great Matter'</li> <li>Understand what mattered to Henry VIII in the middle years of his reign</li> </ul>	<ul style="list-style-type: none"> <li>Creating a timeline about the events of the middle years of Henry's reign and what mattered to him</li> <li>Writing a long paragraph explaining how Henry made himself Head of the Church in England</li> </ul>	<ul style="list-style-type: none"> <li>Act of Supremacy</li> <li>Act of Succession</li> <li>Disembowelled</li> <li>Envoy</li> <li>'Great Matter'</li> <li>Legitimate</li> <li>Treason Act</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.4B</li> <li>Worksheet 4.4B.1</li> <li>Worksheet 4.4B.2</li> <li>Worksheet 4.4A.2</li> <li>Lesson presentation</li> </ul>

### Lesson 4.4C The later years, 1535–47

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the issues of power, money and religion that mattered to Henry during the final twelve years of his reign</li> </ul>	<ul style="list-style-type: none"> <li>Explaining how the Whitehall Mural portrayed Henry's power</li> <li>Explaining whether the Dissolution of the Monasteries was mainly about religion, money or power</li> <li>Explaining in what ways Henry's Great Bible was about both religion and power</li> </ul>	<ul style="list-style-type: none"> <li>Execution</li> <li>Dynasty</li> <li>Henry's Great Bible</li> <li>Monasteries</li> <li>Nunneries</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.4C</li> <li>Worksheet 4.4C</li> <li>Worksheet 4.4A.2</li> <li>Lesson presentation</li> <li>OCR B skill sheet 9</li> </ul>



## Unit 4 Period study: Understanding the changing world, 1450–1750 (24 lessons)

### Lesson 4.5 Site study: Hampton Court Palace

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand how Hampton Court Palace demonstrated Henry VIII's power and importance</li> </ul>	<ul style="list-style-type: none"> <li>Discovering which parts of Hampton Court Palace survive today</li> <li>Writing an audio guide about the buildings and the Great Hall at Hampton Court, and how they demonstrated the king's power and importance</li> </ul>	<ul style="list-style-type: none"> <li>Barge</li> <li>Cellar</li> <li>Chapel</li> <li>Privy Chambers</li> <li>Tapestries</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.5</li> <li>Worksheet 4.5.1</li> <li>Worksheet 4.5.2</li> <li>Lesson presentation</li> </ul>

### Four-lesson enquiry on Elizabethan England:

#### Lesson 4.6A The defeat of the Spanish Armada, 1588

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand that there are different interpretations of the reign of Elizabeth I</li> </ul>	<ul style="list-style-type: none"> <li>Examining two portraits of Elizabeth I</li> <li>Making points to support the views of two historians – Professor Positive arguing the period was a 'golden age' and Dr Doubtful arguing it was not</li> </ul>	<ul style="list-style-type: none"> <li>Armada</li> <li>Fire-ships</li> <li>Golden Age</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.6A</li> <li>Worksheet 4.6A.1</li> <li>Worksheet 4.6A.2</li> <li>Worksheet 4.6A.3</li> <li>Worksheet 4.6A.4</li> <li>Lesson presentation</li> </ul>

#### Lesson 4.6B Wealth and poverty in Elizabethan England

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the differences between the lives of the rich and the poor in Elizabethan England</li> </ul>	<ul style="list-style-type: none"> <li>Making notes in support of Professor Positive's view that many people built new houses and lived comfortable lives in this period</li> <li>Making notes in support of Dr Doubtful's view that poverty was a great problem for many people</li> </ul>	<ul style="list-style-type: none"> <li>Census</li> <li>Unemployment</li> <li>Vagrants</li> <li>Yeomen</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.6B</li> <li>Worksheet 4.6B</li> <li>Worksheet 4.6A.2</li> <li>Worksheet 4.6A.3</li> <li>Lesson presentation</li> </ul>

## Unit 4 Period study: Understanding the changing world, 1450–1750 (24 lessons)

### Lesson 4.6C England and the wider world

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the journeys of exploration taken at this period and their successes and limitations</li> </ul>	<ul style="list-style-type: none"> <li>Making notes in support of Professor Positive's view that Elizabethan explorers and colonisers opened up new trade routes for the British and created colonies that were the start of the British Empire</li> <li>Making notes in support of Dr Doubtful that Elizabethan explorers and colonisers were motivated by personal gain, and in reality, achieved very little</li> </ul>	<ul style="list-style-type: none"> <li>Colonial powers</li> <li>Colony</li> <li>Investors</li> <li>Native Americans</li> <li>Pillaged</li> <li>Royal charter</li> <li>Trading post</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.6C</li> <li>Worksheet 4.6C</li> <li>Worksheet 4.6A.2</li> <li>Worksheet 4.6A.3</li> <li>Lesson presentation</li> </ul>

### Lesson 4.6D A 'golden age' of culture?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand that the cultural life in Elizabethan England can be viewed as successful or as limited</li> </ul>	<ul style="list-style-type: none"> <li>Making notes in support of Professor Positive's view that Elizabeth's reign was a time of great cultural achievements</li> <li>Making notes in support of Dr Doubtful's view that the cultural achievements in this period were limited and poor people's culture came under attack</li> <li>Writing an essay answer to the question: 'How far do you agree that Elizabethan England was a 'golden age'?</li> </ul>	<ul style="list-style-type: none"> <li>Composers</li> <li>Grammar school</li> <li>May Day</li> <li>Miniatures</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.6D</li> <li>Worksheet 4.6D.1</li> <li>Worksheet 4.6D.2</li> <li>Worksheet 4.6D.3</li> <li>Worksheet 4.6A.2</li> <li>Worksheet 4.6A.3</li> <li>Lesson presentation</li> <li>Pearson Edexcel skill sheet 7a</li> <li>Pearson Edexcel skill sheet 7b</li> <li>Pearson Edexcel skill sheet 8</li> <li>AQA skill sheet 5</li> <li>OCR B skill sheet 10</li> <li>OCR B skill sheet 11</li> </ul>

**Lesson 4.7** Close up: The new theatres

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the new entertainment in Elizabethan England – the theatre</li> <li>Understand how examining sources can tell us a lot about the past</li> </ul>	<ul style="list-style-type: none"> <li>Examining and answering questions on sources</li> <li>Examining sources to understand: what the theatres looked like; what it was like to go to the theatres; why some people disliked the theatres</li> </ul>	<ul style="list-style-type: none"> <li>Aldermen</li> <li>Bear-baiting</li> <li>Suckets</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.7</li> <li>Worksheet 4.7</li> <li>Lesson presentation</li> </ul>

Three lesson enquiry on the English Civil War:

**Lesson 4.8A** Years of turmoil, 1625–60

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand an overview of events and their shocking nature, 1625–60</li> </ul>	<ul style="list-style-type: none"> <li>Creating a timeline of the main events of this period</li> <li>Deciding which events would have shocked people in England at the time, and explaining why</li> </ul>	<ul style="list-style-type: none"> <li>Civil war</li> <li>Diggers</li> <li>Executed</li> <li>Levellers</li> <li>Lord Protector</li> <li>Republic</li> <li>Restoration</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.8A</li> <li>Worksheet 4.8A</li> <li>Lesson presentation</li> </ul>

## Unit 4 Period study: Understanding the changing world, 1450–1750 (24 lessons)

### Lesson 4.8B The road to civil war, 1625–42

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the events leading up to the Civil War and that some historians think it was inevitable and others think it was almost accidental</li> </ul>	<ul style="list-style-type: none"> <li>Analysing events that led up to Civil War and answering questions</li> <li>Writing a paragraph to explain when you think the Civil War became inevitable</li> </ul>	<ul style="list-style-type: none"> <li>Grand Remonstrance</li> <li>Personal rule</li> <li>Petition of right</li> <li>Puritans</li> <li>Ship money</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.8B</li> <li>Worksheet 4.8B.1</li> <li>Worksheet 4.8B. 2</li> <li>Lesson presentation</li> </ul>

### Lesson 4.8C Fighting the Civil War

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the nature of the conflict and the reasons why it was so traumatic</li> </ul>	<ul style="list-style-type: none"> <li>Explaining why the Civil War was traumatic in many different ways</li> <li>Considering why it became more brutal the longer it continued</li> </ul>	<ul style="list-style-type: none"> <li>Muskets</li> <li>Parliamentarian</li> <li>Pikes</li> <li>Royalist</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.8C</li> <li>Worksheet 4.8C</li> <li>Lesson presentation</li> <li>Pearson Edexcel skill sheet 9</li> <li>AQA skill sheet 7</li> </ul>

### Lesson 4.9 Site study: Dyrham Park – how the rich lived in the seventeenth century

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand what Dyrham Park can tell us about power, wealth and the slave trade</li> </ul>	<ul style="list-style-type: none"> <li>Examining the main features and impact of the house</li> <li>Deciding how the National Trust should present the controversial carvings housed at Dyrham Park</li> </ul>	<ul style="list-style-type: none"> <li>Civil servant</li> <li>National Trust</li> <li>Slave trade</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.9</li> <li>Worksheet 4.9</li> <li>Lesson presentation</li> <li>AQA skill sheet 6</li> </ul>

## Unit 4 Period study: Understanding the changing world, 1450–1750 (24 lessons)

Three lesson enquiry on The Mughal Empire:

<b>Lesson 4.10A Babur and Humayun</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand an empire beyond Europe – the Mughal empire, and the powerful emperors who ruled it</li> </ul>	<ul style="list-style-type: none"> <li>Finding out about Babur and Humayun and writing summary sheets of their achievements</li> <li>Comparing the two emperors to decide who was the greater</li> </ul>	<ul style="list-style-type: none"> <li>Exile</li> <li>Mughal</li> <li>Mughal emperor</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.10A</li> <li>Worksheet 4.10A.1</li> <li>Worksheet 4.10A.2</li> <li>Lesson presentation</li> </ul>

<b>Lesson 4.10B Akbar and Jahangir</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand the lives of the third and fourth Mughal emperors</li> </ul>	<ul style="list-style-type: none"> <li>Finding out about Akbar and Jahangir and writing summary sheets of their achievements</li> <li>Comparing these two emperors and all of the first four emperors to decide who was the greater</li> </ul>	<ul style="list-style-type: none"> <li>Guardian</li> <li>Miniature paintings</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.10B</li> <li>Worksheet 4.10B</li> <li>Worksheet 4.10A.2</li> <li>Lesson presentation</li> </ul>

<b>Lesson 4.10C Shah Jahan and Aurangzeb</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand the lives of Shah Jahan and Aurangzeb</li> </ul>	<ul style="list-style-type: none"> <li>Finding out about Shah Jahan and Aurangzeb and writing summary sheets of their achievements</li> <li>Using the summary sheets to write an answer to the question: How far do you agree with this statement, 'Aurangzeb was the greatest Mughal emperor'?</li> </ul>	<ul style="list-style-type: none"> <li>Mosques</li> <li>Madrasses</li> <li>Taj Mahal</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.10C</li> <li>Worksheet 4.10C.1</li> <li>Worksheet 4.10C.2</li> <li>Worksheet 4.10A.2</li> <li>Lesson presentation</li> <li>OCR B skill sheet 12</li> </ul>

## Unit 4 Period study: Understanding the changing world, 1450–1750 (24 lessons)

### Lesson 4.11 Close up: The East India Company

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the key people involved in setting up the East India Company</li> </ul>	<ul style="list-style-type: none"> <li>Make notes on the work of Lancaster, Hawkins and Roe, in establishing the East India Company</li> <li>Deciding which man had more responsibility for the success of the East India Company</li> </ul>	<ul style="list-style-type: none"> <li>East India Company</li> <li>Spice trade</li> <li>Trading post</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.11</li> <li>Worksheet 4.11</li> <li>Lesson presentation</li> </ul>

### Lesson 4.12 Period Review: How would you sum up the Early Modern period, 1450–1750?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>To review the Early Modern period</li> </ul>	<ul style="list-style-type: none"> <li>Selecting two events, people, developments or ideas and two places that are important features of the period</li> <li>Making connections between different features of the period</li> <li>Creating a title page</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 4.12</li> <li>Worksheet 4.12.1</li> <li>Worksheet 4.12.2</li> <li>Lesson presentation</li> </ul>

### About the unit

This is a **thematic study** which uses a single product (sugar) to investigate the wide-ranging and complex story of empire and slavery and the links between them.

It is **inspired** by the work of English historian James Walvin and his book, *How sugar corrupted the world* (2017).

It puts further flesh on the **chronological spine of British history** that we first mapped out in the thematic study of water then developed in the study of London.

However, it has some differences from those thematic studies because:

- they focused on British history and this has broader geographical scope
- it covers a narrower date range (although we have tried to stick with the same periodisation).

The **topics** of slavery and empire are vitally important objects of study both as substantive concepts and also as factors that affect the lives of so many people around the world.

It allows students to discern **causes and consequences** and see links between developments in different societies.

It is **content rich**. Any one of these lessons could be developed in different and worthwhile directions, but we have stayed focused on the sugar industry and its impact to make sense of a very complicated story. The exception is lesson 5.4 where we had to drop the chronological pattern in order to focus on the nature of slavery and on the abolition movement.

**Short and focused thematic studies** such as this are one of the best ways to develop chronological understanding and awareness of the broad arc of time. But they need to have focus.

- Our first thematic study (Unit 1) viewed a long period through a single **feature** (sanitation).
- The second (Unit 3) viewed it through a single **place** (London).
- This one views it through a single **product** (sugar).
- The final one (Unit 7) views it through a single issue (migration).

### Learning Outcomes

This thematic study will help your students to develop an understanding of:

- the close relationship between sugar production and slavery
- the origins of the transatlantic slave trade and its impact on enslaved African people
- how Britain benefitted from the slave trade
- the key features of the abolition movement
- links between sugar and the modern obesity crisis.

At the end students will know about:

- the changing nature of sugar production and consumption over time
- how sugar production and consumption helped change the course of European and world history
- how European empires colonised the New World
- how the transatlantic slave trade began and why it grew

- Britain's role in the slave trade
- the impact of slavery on Africa, the Caribbean and on England.

They will be able to:

- describe and explain changes in the production, trade and consumption of sugar
- describe and explain the impacts of sugar on different groups.

### **Key terms and vocabulary development**

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

- **Key terms:** Abolitionists; Anti-slavery movement; Boycott; Convenience foods; Fructose; Indentured workers; Industrialisation; Irrigation; Islamic world; Obesity; Rationing; Republic; Slavery; Soltitee; Sugar beet; Sugar cane; Sugar refineries; Sugar tax; Transatlantic trade; Triangular trade; Uninhabited; Watermills.

### **Assessment opportunities**

This thematic study will give you two assessable outcomes.

**The end of enquiry final task** is a structured essay. Students have a choice of topic. This will:

- reveal students' **writing** independence
- reveal their awareness of **key features** of each period
- reveal their understanding of **change over time** (how things have changed or stayed the same from period to period)

- reveal their understanding of **causes** (why things have changed or stayed the same).

Every lesson offers opportunities for formative assessment, for example:

- ability to use sources to consider key features and attitudes in a period (128–29, 130–31)
- their evaluation of picture sources as interpretations (132–33).

There is a half-termly baseline assessment after Lesson 5F.

### **Links to 2014 National Curriculum**

Content knowledge:

- A study of a significant issue in world history and its interconnections with other world developments.
- Britain's transatlantic slave trade: its effects and its eventual abolition.

Disciplinary knowledge:

- Extend and deepen their chronologically secure knowledge and understanding of world history, so that it provides a well-informed context for wider learning.
- Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.
- Use historical terms and concepts (for example trade or slavery) in increasingly sophisticated ways.
- Pursue historically valid enquiries.
- Create relevant, structured and evidentially supported accounts.
- Combine overview and depth studies to help students understand both the long arc of development and the complexity of specific aspects of the content.



**Links to future learning in Understanding History**

- Builds on previous thematic Units 1 and 3 in building a sense of chronology and the periodisation of History.
- Builds on enquiry 4.2 (the exploration of the new World) and 4.6 (Elizabethan adventurers), which describe European and English interest in the new World.
- There is a hook in 4.9 site study, which can be referred back to as an example of a British family getting rich on profits from the slave trade.
- Builds on the 4.11 Close-up, documenting the beginnings of Britain's Empire in the east.

**Links to future learning at GCSE**

This unit will provide useful contextual background for:

<b>AQA</b> GCSE History	Migration, empires and the people: c790 to the present day
<b>OCR B</b> GCSE History	Migrants to Britain, c. 1250 to present
<b>OCR A</b> GCSE History	The impact of empire on Britain 1688–c. 1730
<b>WJEC/Eduqas</b> GCSE History	The Voyages of Discovery and Conquest of the Americas, 1492–1522

GCSE **exam skill sheets** based on this unit for use now or later in the course are:

<b>Pearson Edexcel</b> GCSE History	<b>Skill sheet</b>	<b>Content focus/Enquiry</b>	<b>Skills focus</b>
	10	Abolition of slavery (5)	Narrative
<b>OCR B</b> GCSE History	<b>Skill sheet</b>	<b>Content focus</b>	<b>Skills focus</b>
	13	Sugar, empire and slavery (5)	Clear and organised summary
	14	Sugar, empire and slavery (5)	Thematic essay question

## Lesson sequence

These six lessons form a single sequence in which students visit six periods of British history and compare them. They see the development of empire and slavery and see the links between events in Britain, Europe and the World. NB These are at-a-glance lesson summaries.

You can use the below table to identify where all the supporting resources listed in the summaries can be found:

Resource	Located in:	
	Printed	Online
Lesson plans	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331334 – Understanding History: Key Stage 3: Boost Core
Lesson worksheets	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331457 – Understanding History: Key Stage 3: Boost Premium
Pearson Edexcel, AQA and OCR B skill sheets	9781398314337 - Understanding History: Key Stage 3: Assessment Pack	
Lesson presentations		

## Lesson summaries

### Lesson 5A How sugar reached the Islamic world, AD350–1100

Learning objectives	Main teaching activities	Key term	Supporting resources
<ul style="list-style-type: none"> <li>Understand the origin of sugar and its spread from India to the Islamic world</li> </ul>	<ul style="list-style-type: none"> <li>Tracking the history of sugar on a map</li> <li>Writing notes on the changes in the sugar trade and the impact it had on different groups for this period</li> </ul>	<ul style="list-style-type: none"> <li>Irrigation</li> <li>Islamic world</li> <li>Sugar cane</li> <li>Watermills</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 5A</li> <li>Worksheet 5A.1</li> <li>Worksheet 5A.2</li> <li>Lesson presentation</li> </ul>

### Lesson 5B How sugar spread to Europe and the Caribbean, 1100–1500

## Unit 5 Thematic study: Sugar, empire and slavery through time (6 lessons)

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand who was producing, trading and consuming sugar between 1100 and 1500</li> </ul>	<ul style="list-style-type: none"> <li>Analysing sources about the importance of sugar, its production and the 'discovery' of the Caribbean</li> <li>Adding to the map and table from the first lesson on changes in the sugar trade and the impact on different groups in this period</li> </ul>	<ul style="list-style-type: none"> <li>Slavery</li> <li>Soltitee</li> <li>Uninhabited</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 5B</li> <li>Worksheet 5B</li> <li>Worksheet 5A.1</li> <li>Worksheet 5A.2</li> <li>Lesson presentation</li> </ul>

### Lesson 5C Transatlantic sugar, 1500–1800

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the triangular trade and who benefitted from it</li> </ul>	<ul style="list-style-type: none"> <li>Analysing a source to understand that sugar was now available to the middle classes</li> <li>Adding to the table on the changes in the sugar trade and the impact of triangular trade on different groups</li> </ul>	<ul style="list-style-type: none"> <li>Transatlantic trade</li> <li>Triangular trade</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 5C</li> <li>Worksheet 5C</li> <li>Worksheet 5A.1</li> <li>Worksheet 5A.2</li> <li>Lesson presentation</li> </ul>

### Lesson 5D The human cost of sugar

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the impact of the slave trade on Africa and the enslaved African people and find out about the anti-slavery movement</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the reliability of a source showing life on a sugar plantation</li> <li>Adding to the table on how the sugar trade affected enslaved African people and the effect of the anti-slavery movement</li> </ul>	<ul style="list-style-type: none"> <li>Abolitionists</li> <li>Anti-slavery movement</li> <li>Boycott</li> <li>Republic</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 5D</li> <li>Worksheet 5D</li> <li>Worksheet 5A.1</li> <li>Worksheet 5A.2</li> <li>Lesson presentation</li> </ul>

### Lesson 5E Sugar for everyone, 1800–1900

## Unit 5 Thematic study: Sugar, empire and slavery through time (6 lessons)

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the effects on the sugar trade of indentured labour, sugar beet and industrialisation and how sugar consumption reached the working class</li> </ul>	<ul style="list-style-type: none"> <li>Learning about the industrialisation of sugar</li> <li>Adding to the table on how sugar production changed in this period and its impact both on indentured workers and on the people consuming sugar in Britain</li> </ul>	<ul style="list-style-type: none"> <li>Indentured workers</li> <li>Industrialisation</li> <li>Sugar beet</li> <li>Sugar refineries</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 5E</li> <li>Worksheet 5E</li> <li>Worksheet 5A.1</li> <li>Worksheet 5A.2</li> <li>Lesson presentation</li> </ul>

### Lesson 5F The sugar crisis: 1900 to the present

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the impact of sugar on people's health from 1900 to the present</li> </ul>	<ul style="list-style-type: none"> <li>Finishing their table to record the way food companies have used more sugar in their products and the impact this has had on people's health</li> <li>Writing an essay on either the changes in the sugar trade from AD350 to the present or on the impact of sugar on people's lives in the same period</li> </ul>	<ul style="list-style-type: none"> <li>Convenience foods</li> <li>Fructose</li> <li>Obesity</li> <li>Rationing</li> <li>Sugar tax</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 5F</li> <li>Worksheet 5F</li> <li>Worksheet 5A.1</li> <li>Worksheet 5A.2</li> <li>Lesson presentation</li> <li>Pearson Edexcel skill sheet 10</li> <li>OCR B skill sheet 13</li> <li>OCR B skill sheet 14</li> </ul>

### About the unit

**This is a period study** which looks in **overview** and **depth** at the key events, stories and developments in the **industrial period from 1750 to 1900**.

It examines both **political** and **social** history. It provides depth enquiries of iconic KS3 topics such as the **Industrial Revolution, or the British Empire** plus some less commonly studied topics such as **the colonisation of Australia**.

**The unfolding story** of ideas, political power, industry and empire is integrated into the depth enquiries and the feature lessons and also covered as part of the overview.

It includes two **site studies** of a former industrial landscape (Ancoats, Manchester) and a famous **town hall**; an emblem of civic pride (Birmingham).

As in all units there is a strong focus on developing students' **extended writing** skills and the **use of sources** to find out about the past.

### Learning Outcomes

This period study will help your students to develop:

- an overview of the Middle Ages period
- an awareness of the major themes of the period
- depth understanding of key moments, events and people
- improved extended writing skills
- greater confidence in forming judgements and supporting them with evidence.

At the end students will know:

- how the Industrial Revolution changed Britain
- how working lives changed as a result of industrialisation
- how working people campaigned for changes to the political system and how the government responded
- the causes, events and significance of the Peterloo Massacre of 1819
- how and why the British Empire grew through the nineteenth century
- how and why Australia became a British colony and what the consequences were for its inhabitants
- how the Victorians celebrated Empire and industry at the Great Exhibition
- what the Victorians valued and how they showed this in their art and their architecture
- how the British colonial government ruled India through three stages of development from the East India Company to the Raj.

They will be able to:

- identify changes and continuities over the period
- identify key features of the period
- form judgements about historical questions and support them with evidence
- understand how to write good paragraphs and how to structure essays and narrative accounts
- evaluate and interpret sources.

### Key terms and vocabulary development

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

- **Key terms:** Ancestors; Apprentice; Aristocrats; Battle of Plasey; Botany Bay; Bribes; Canal; Charity; Christian missionaries; Civil service; Civilise; Coal bearer; Colonial; Colony; Composers; Constable; Convict; Council; Crystal Palace; East India Company; Economic; Empire; Federation; Fraternity; Free settlers; Freedom; General election; Gold prospector; Governor; Great Exhibition; Gweagal Aboriginal Australians; Handlooms; Hard labour; Hulk; Hussars; Idealised; Independence; Industrial Revolution; Industry; Inequalities; Koh-i-Noor diamond; Labour; Looms; Magistrates; Massacre; Memorabilia; Mills; Navvies; Over-looker; Panoramic; Peacock Throne; Pension; Poor relief; Prejudice; Radicals; Raj; Rebellion; Reform Acts; Royal Society; Rural; Sabres; Sati; Satire; Sepoys; Settlers; Slave trade; Socialist; Spinning wheels; Spiritual; Steam engines; Taxes; Transportation; Tribe; Viceroy; Whaling industry; White Mughals; Workhouse; Yeomanry.

### Assessment opportunities

It will give you plenty of evidence for your mixed bag of assessments.

**Each enquiry leads to a major task** which reveals both growing substantive knowledge and disciplinary knowledge. These are both evidenced in the final tasks. For example:

- the writing task that runs through 6.2 reveals both their understanding of the impact of industrialisation on ordinary people, and
- their skill in writing well-ordered paragraphs supported by evidence.

These end of unit assessments take various forms.

- The Peterloo Massacre task (6.4) is to plan and describe three rooms for a new museum, including writing information panels and a plan of what else to include in each room.
- For the final task for ‘How did the British colonise Australia?’ (6.6) students write a judgement essay based on their research notes gathered through the enquiry.
- In 6.8 (‘What can paintings tell us about Victorian attitudes to family life?’) the task is to create the script for a short audio guide to be used in an art gallery.
- In 6.10 (‘What motivated the British rulers of India?’) students gather ‘What motivated’ summaries and use these to write a second judgement essay.

Every lesson offers opportunities for formative assessment, for example:

- their ability to ask historical questions (p138–39)
- their ability to think in overview (p140–141, p186–87)
- the judgements on the usefulness of sources (p150–51, p154–55, p156–57)
- their ability to describe key features of a period (p186–87)
- the ability to identify changes and continuities (p142–49)
- their understanding of causes and consequences (p152–57, p180–81)
- their evaluation of interpretations (p152, p156, p158–59, p171–75).

There is also a half-termly assessment at the end of Lessons 6.6 and 6.12.

### Links to 2014 National Curriculum

Content knowledge:

Ideas, political power, industry and empire: Britain, 1745–1901.

- Britain as the first industrial nation – the impact on society.
- Party politics, extension of the franchise and social reform.
- The development of the British Empire with a particular focus on India and Australia.

Disciplinary knowledge:

Students deepen their chronologically secure knowledge and understanding of British and world history, so that it provides a well-informed context for wider learning.

- Students identify significant events and analyse trends within periods.
- They use historical terms accurately.
- They use concepts to frame and pursue historically valid enquiries.
- They create relevant, structured accounts supported by evidence.
- They use different types of historical sources to pursue enquiry.
- They discern how and why contrasting arguments and interpretations of the past have been constructed.

#### **Links to prior learning in Understanding History**

- The nineteenth-century lessons from the early thematic studies (1E and 3E) provide valuable grounding for studying the lives of working people, particularly the implications of rapid urbanisation for sanitation and health.
- It develops the overview understanding of empire and industrialisation introduced in the Unit 5 thematic study.
- The study of the working lives of men, women and children can be contrasted with a pre-industrial experience from the Middle Ages (2.8).

#### **Links to future learning in Understanding History**

- The call for greater voting rights at Peterloo can be continued in Unit 8 with the campaigns for equal rights and for women's suffrage.
- The work on the British Empire links into the industrial and imperial migration explored in Enquiry 7E.
- The site study of Birmingham Town Hall and what this tells us about Victorian society can be contrasted with the site study of Millicent Fawcett and what it tells us about Britain in 2018.
- The entire study builds a strong picture of the key features of the industrial and colonial period that will be contrasted with the modern world in Unit 8.

#### **Links to future learning at GCSE**

This unit will be a helpful **knowledge foundation** if you are studying:

<b>AQA</b> GCSE History	Power and the people: c1170 to the present day
<b>OCR A</b> GCSE History	Power: monarchy and democracy in Britain c. 1000–2014

GCSE **exam skill sheets** based on this unit for use now or later in the course are:

<b>AQA</b> GCSE History	<b>Skill sheet</b>	<b>Content focus/enquiry</b>	<b>Skills focus</b>
	8	The Industrial Revolution (6.2)	Significance
	9	The Peterloo Massacre (6.4)	Sources
	10	The British Empire (6.10)	Interpretations
<b>Pearson</b> <b>Edexcel</b> GCSE History	<b>Skill sheet</b>	<b>Content focus/enquiry</b>	<b>Skills focus</b>
	11	The Industrial Revolution (6.2)	Key features
	12	Victorian family life (6.8)	Utility of sources
	13	The British Empire (6.10)	Judgement

OCR B GCSE History	Skill sheet	Content focus/enquiry	Skills focus
	15	The Industrial Revolution (6.2)	Usefulness of sources
	16	The colonisation of Australia (6.6)	Interpretation essay
	17	Victorian family life (6.8)	Usefulness of sources



### **Lesson sequence**

After the introductory overview lesson – 6.1 Big picture: Industry and empire, 1750–1900 – the stories of industry and empire are intertwined.

6.2 Enquiry: What was the impact of the Industrial Revolution on people's lives?

6.3 Site study: Ancoats, Manchester – an industrial landscape

6.4 Enquiry: How should we remember Peterloo?

6.5 Close-up: Map of the British Empire in 1886

6.6 Enquiry: How did the British colonise Australia?

Followed by a mid-unit half-termly assessment.

The second half of the period study continues to investigate industry and empire, but also gets into Victorian pride and values expressed in the Great Exhibition, Victorian painting, Victorian buildings and their approach to colonial rule in India.

6.7 Close-up: The Great Exhibition of 1851

6.8 Enquiry: What can paintings tell us about Victorian attitudes to family life?

6.9 Site study: Birmingham Town Hall

6.10 Enquiry: What motivated the British rulers of India, 1750–1900?

6.11 Close-up: The Koh-i-Noor diamond

It closes with a period review.

6.12 Period review: How would you sum up the period 1750–1900?

## Lesson summaries

NB These are at-a-glance lesson summaries. You can use the below table to identify where all the supporting resources listed in the summaries can be found:

Resource	Located in:	
	Printed	Online
Lesson plans	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331334 – Understanding History: Key Stage 3: Boost Core  9781398331457 – Understanding History: Key Stage 3: Boost Premium
Lesson worksheets	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	
Pearson Edexcel, AQA and OCR B skill sheets	9781398314337 - Understanding History: Key Stage 3: Assessment Pack	
Lesson presentations		

### Lesson 6.1 Big picture: Industry and empire, 1750–1900

Learning objectives	Main teaching activities	Key term	Supporting resources
<ul style="list-style-type: none"> <li>Learn about the key events of the period 1750–1900</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the main events of the period</li> <li>Finding three events that were important in the expansion of the British Empire; three examples of economic change; three examples of political change</li> </ul>	<ul style="list-style-type: none"> <li>Empire</li> <li>Industry</li> <li>Massacre</li> <li>Slave trade</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.1</li> <li>Worksheet 6.1.1</li> <li>Worksheet 6.1.2</li> <li>Lesson presentation</li> <li>Pearson Edexcel skill sheet 13</li> <li>AQA skill sheet 10</li> </ul>

Four lesson enquiry on Britain's Industrial Revolution:

<b>Lesson 6.2A What was the Industrial Revolution?</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand the broad changes that took place in Britain due to the Industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>Describing a scene of eighteenth-century Bradford</li> <li>Explaining the changes seen in Bradford and explaining how the Industrial Revolution affected students' own local area</li> </ul>	<ul style="list-style-type: none"> <li>Handlooms</li> <li>Industrial Revolution</li> <li>Mills</li> <li>Spinning wheels</li> <li>Steam engines</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.2A</li> <li>Worksheet 6.2A</li> <li>Lesson presentation</li> </ul>

<b>Lesson 6.2B The working lives of men</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand the ways in which the Industrial Revolution transformed the lives of working men and brought them new opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Reading about the working experiences of mine and textile factory workers, skilled labourers and navvies and making notes about the new opportunities the Industrial Revolution brought them</li> <li>Using the notes to write a detailed paragraph about the impact of the Industrial Revolution on working men</li> </ul>	<ul style="list-style-type: none"> <li>Apprentice</li> <li>Charity</li> <li>Mill</li> <li>Navvies</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.2B</li> <li>Worksheet 6.2B.1</li> <li>Worksheet 6.2B.2</li> <li>Lesson presentation</li> </ul>

<b>Lesson 6.2C The working lives of women</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand that the Industrial Revolution had a limited impact on the lives of women</li> </ul>	<ul style="list-style-type: none"> <li>Analysing a painting about working women during the industrial period</li> <li>Writing notes about the limited impact of the Industrial Revolution on the lives of women</li> <li>Using the notes to write a detailed paragraph explaining this</li> </ul>	<ul style="list-style-type: none"> <li>Looms</li> <li>Poor relief</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.2C</li> <li>Worksheet 6.2C</li> <li>Worksheet 6.2B.2</li> <li>Lesson presentation</li> </ul>

**Lesson 6.2D The working lives of children**

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand that the Industrial Revolution had a terrible impact on the working lives of children</li> </ul>	<ul style="list-style-type: none"> <li>Analysing a source showing working conditions for children during this period</li> <li>Writing notes about the terrible ways in which children's lives were changed due to the Industrial Revolution</li> <li>Using the notes to write a detailed paragraph about this</li> </ul>	<ul style="list-style-type: none"> <li>Coal bearer</li> <li>Over-looker</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.2D</li> <li>Worksheet 6.2D</li> <li>Worksheet 6.2B.2</li> <li>Lesson presentation</li> <li>Pearson Edexcel skill sheet 11</li> <li>AQA skill sheet 8</li> <li>OCR B skill sheet 15</li> </ul>

**Lesson 6.3 Site study: Ancoats, Manchester – an industrial landscape**

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand that the Ancoats area of Manchester was a very important area in the Industrial Revolution and that sources can be examined to understand the changes that have taken place there</li> </ul>	<ul style="list-style-type: none"> <li>Examining a photograph and historical map to identify different features of the Ancoats area</li> <li>Writing a visitor's guide app to explain what the original buildings tell us about people's lives in Ancoats during the Industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>Canal</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.3</li> <li>Worksheet 6.3.1</li> <li>Worksheet 6.3.2</li> <li>Lesson presentation</li> </ul>

Three-lesson enquiry on The Peterloo Massacre:

<b>Lesson 6.4A The background to Peterloo</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand the background to the Peterloo massacre – the political system in Britain at the start of the nineteenth century and the radical groups calling for reforms</li> </ul>	<ul style="list-style-type: none"> <li>Analysing two sources and what they tell us about the event</li> <li>Using information about the background to Peterloo to write an introductory panel for the Peterloo Massacre Museum explaining the background to the event and why it was so shocking</li> <li>Planning the museum space and features that would be included to create an impact on visitors</li> </ul>	<ul style="list-style-type: none"> <li>Economic</li> <li>General election</li> <li>Radicals</li> <li>Rebellion</li> <li>Taxes</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.4A</li> <li>Worksheet 6.4A.1</li> <li>Worksheet 6.4A.2</li> <li>Worksheet 6.4A.3</li> <li>Lesson presentation</li> </ul>

<b>Lesson 6.4B 16 August, 1819</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand the timeline of the events of the Peterloo Massacre and the ways in which the authorities mishandled the situation</li> </ul>	<ul style="list-style-type: none"> <li>Analysing sources to understand the events at Peterloo</li> <li>Using the material provided to write a short panel for visitors explaining how Manchester magistrates mishandled the situation</li> <li>Planning the museum space and features that would be included to interest and educate visitors</li> </ul>	<ul style="list-style-type: none"> <li>Constable</li> <li>Hussars</li> <li>Magistrates</li> <li>Sabres</li> <li>Yeomanry</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.4B</li> <li>Worksheet 6.4B</li> <li>Lesson presentation</li> </ul>

<b>Lesson 6.4C After Peterloo</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand the short- and long-term consequences of the events at Peterloo</li> </ul>	<ul style="list-style-type: none"> <li>Examining sources to examine how the event was recorded at the time and how it has been remembered since</li> <li>Using the material provided to write a short panel for visitors explaining what happened after Peterloo and how it has been remembered</li> <li>Deciding how to use different interpretations of the event to interest and educate visitors</li> </ul>	<ul style="list-style-type: none"> <li>Memorabilia</li> <li>Reform Acts</li> <li>Satire</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.4C</li> <li>Worksheet 6.4C</li> <li>Lesson presentation</li> <li>AQA skill sheet 9</li> </ul>

<b>Lesson 6.5 Close up: British Empire Map 1886 – what does it tell us about the British Empire?</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand that there were different attitudes towards Empire in the 1880s</li> </ul>	<ul style="list-style-type: none"> <li>Answering questions on the details shown on the map</li> <li>Finding out about the man who created the map and what that tells us about views at the time, on Empire</li> </ul>	<ul style="list-style-type: none"> <li>Colonial</li> <li>Empire</li> <li>Federation</li> <li>Fraternity</li> <li>Freedom</li> <li>Labour</li> <li>Socialist</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.5</li> <li>Worksheet 6.5.1</li> <li>Worksheet 6.5.2</li> <li>Lesson presentation</li> </ul>

Four-lesson enquiry on British colonisation of Australia:

<b>Lesson 6.6A Claiming Australia</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand the ‘discovery’ of Australia by Captain Cook and the beginning of Britain’s colonisation there</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the purpose of Cook’s voyage and what he achieved, on the ‘government and leaders’ sheet</li> <li>Explaining what happened when Aboriginal Australian people tried to stop the British from entering their land, on the ‘treatment of Aboriginal Australian people’ sheet</li> </ul>	<ul style="list-style-type: none"> <li>Ancestors</li> <li>Botany Bay</li> <li>Colony</li> <li>Gweagal Aboriginal Australians</li> <li>Royal Society</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.6A</li> <li>Worksheet 6.6A.1</li> <li>Worksheet 6.6A.2</li> <li>Lesson presentation</li> </ul>

<b>Lesson 6.6B Creating a convict colony</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand the reasons why convicts were chosen as the first population to colonise Australia and how Sydney had developed into a thriving settlement by the 1820s</li> </ul>	<ul style="list-style-type: none"> <li>Analysing a painting on Sydney in 1821</li> <li>Explaining why the British government decided to create a convict colony and what Arthur Phillip achieved, on the ‘government and leaders’ sheet</li> <li>Explaining how the convicts and settlers built the first colony, on the ‘convicts and settlers’ sheet</li> </ul>	<ul style="list-style-type: none"> <li>Convict</li> <li>Governor</li> <li>Hard labour</li> <li>Hulk</li> <li>Independence</li> <li>Transportation</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.6B</li> <li>Worksheet 6.6B</li> <li>Worksheet 6.6A.2</li> <li>Lesson presentation</li> </ul>

**Lesson 6.6C Aboriginal Australians**

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand key features of the Aboriginal Australian culture and how it conflicted with the British culture</li> <li>Understand the deteriorating relations between the two groups</li> </ul>	<ul style="list-style-type: none"> <li>Comparing the two cultures</li> <li>Examining a source on the treatment of Aboriginal Australian people</li> <li>Adding evidence to the ‘treatment of Aboriginal Australian people’ sheet</li> </ul>	<ul style="list-style-type: none"> <li>Settlers</li> <li>Spiritual</li> <li>Tribe</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.6C</li> <li>Worksheet 6.6C</li> <li>Worksheet 6.6A.2</li> <li>Lesson presentation</li> </ul>

**Lesson 6.6D From penal colony to settlement**

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand how sheep farming, whaling, gold prospecting and transportation enabled free settlers to help colonise Australia</li> </ul>	<ul style="list-style-type: none"> <li>Making notes on the changes brought about by sheep farming, whaling and gold prospecting</li> <li>Explaining how free settlers helped to colonise Australia on the ‘convicts and settlers’ sheet</li> <li>Deciding on the most important factors in colonising Australia</li> <li>Writing a judgement essay on the reasons why Britain was able to successfully colonise Australia</li> </ul>	<ul style="list-style-type: none"> <li>Free settlers</li> <li>Gold prospector</li> <li>Whaling industry</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.6D</li> <li>Worksheet 6.6D.1</li> <li>Worksheet 6.6D.2</li> <li>Worksheet 6.6A.2</li> <li>Lesson presentation</li> <li>OCR B skill sheet 16</li> </ul>

**Lesson 6.7 Close-up: The Great Exhibition of 1851**

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the strength of industry and trade in Victorian society through study of the achievements of the Great Exhibition in 1851</li> </ul>	<ul style="list-style-type: none"> <li>Noting down the details of the Exhibition – where it was, the exhibits, visitors and its legacy</li> <li>Using the notes to write ten quiz questions on the Great Exhibition and using them to quiz a partner</li> </ul>	<ul style="list-style-type: none"> <li>Crystal Palace</li> <li>Great Exhibition</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.7</li> <li>Worksheet 6.7</li> <li>Lesson presentation</li> </ul>



Three-lesson enquiry on Victorian family life and values:

<b>Lesson 6.8A A rural family</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand how artists idealised rural family life in Victorian Britain</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the features of the painting, 'A Cottage Interior'</li> <li>Writing an audio guide on the painting for a new art gallery exhibition</li> </ul>	<ul style="list-style-type: none"> <li>Idealised</li> <li>Rural</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.8A</li> <li>Worksheet 6.8.1</li> <li>Worksheet 6.8.2</li> <li>Lesson presentation</li> </ul>

  

<b>Lesson 6.8B The ideal family</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand how artists idealised family working-class and middle-class life in Victorian Britain</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the features of the paintings, 'Baby's Birthday' and 'Many Happy Returns of the Day'</li> <li>Writing an audio guide on the paintings for a new art gallery exhibition</li> </ul>	<ul style="list-style-type: none"> <li>• Panoramic</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.8B</li> <li>Worksheet 6.8.1</li> <li>Worksheet 6.8.2</li> <li>Lesson presentation</li> </ul>

  

<b>Lesson 6.8C Families in difficulty</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand that some artists tried to show a more realistic view of family life and some of the problems people faced during this period</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the features of the paintings, 'Applicants for Admissions to a Casual Ward' and 'The Outcast'</li> <li>Writing an audio guide on the paintings for a new art gallery exhibition</li> <li>Writing an introduction to the exhibition explaining what paintings can tell us about Victorian life</li> </ul>	<ul style="list-style-type: none"> <li>Inequalities</li> <li>Workhouse</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.8C</li> <li>Worksheet 6.8.1</li> <li>Worksheet 6.8.2</li> <li>Lesson presentation</li> <li>Pearson Edexcel skill sheet 12</li> <li>OCR B skill sheet 17</li> </ul>

<b>Lesson 6.9 Site study: Birmingham Town Hall</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand what Birmingham Town Hall can tell us about the importance of industrial cities in the Victorian era</li> </ul>	<ul style="list-style-type: none"> <li>Answering questions on the Town Hall and its history</li> <li>Planning the celebrations for the 200th anniversary for Birmingham Town Hall – three events for people to understand why the town hall is so important and to enjoy</li> </ul>	<ul style="list-style-type: none"> <li>Composers</li> <li>Council</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.9</li> <li>Worksheet 6.9</li> <li>Lesson presentation</li> </ul>

Three lesson enquiry on British colonial rule in India:

<b>Lesson 6.10A Company rule, 1757–1803</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand the controversial figure of Robert Clive and how the East India Company came to be in control in India</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating whether Robert Clive should still have a statue</li> <li>Writing a ‘what motivated’ summary explaining what motivated British rulers in India between 1750 and 1803</li> </ul>	<ul style="list-style-type: none"> <li>Battle of Plasey</li> <li>Bribes</li> <li>East India Company</li> <li>Taxes</li> <li>White Mughals</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.10A</li> <li>Worksheet 6.10A</li> <li>Lesson presentation</li> </ul>

<b>Lesson 6.10B From rule to rebellion, 1803–59</b>			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand the changes brought about by the British in this period and the Indian rebellion that ensued</li> </ul>	<ul style="list-style-type: none"> <li>Summarising the changes brought about by Bentinck and Dalhousie to take and keep control of India and why these were resented</li> <li>Writing a ‘what motivated summary’ explaining how the British colonial government changed India in this period and how they reacted to the Indian rebellion</li> </ul>	<ul style="list-style-type: none"> <li>Christian missionaries</li> <li>Civilise</li> <li>Sati</li> <li>Sepoys</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.10B</li> <li>Worksheet 6.10B</li> <li>Worksheet 6.10A</li> <li>Lesson presentation</li> </ul>

## Unit 6 Period study: Understanding industry and empire, 1750–1900 (24 lessons)

### Lesson 6.10C The British Raj, 1858–1905

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand how the British colonial government came to rule India directly and the main features of rule during the period of the British Raj</li> </ul>	<ul style="list-style-type: none"> <li>Summarising the elements of British colonial rule in this period – racial superiority; railways; famines; Lord Curzon</li> <li>Writing a final ‘what motivated summary’ explaining what motivated British rulers of India between 1858 and 1905</li> </ul>	<ul style="list-style-type: none"> <li>Aristocrats</li> <li>Civil servants</li> <li>Prejudice</li> <li>Raj</li> <li>Viceroy</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.10C</li> <li>Worksheet 6.10C.1</li> <li>Worksheet 6.10C.2</li> <li>Lesson presentation</li> </ul>

### Lesson 6.11 Close up: The Koh-i-Nur diamond (part of the Crown Jewels)

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand what the Koh-i-Nur diamond can tell us about Britain’s empire in the eighteenth and nineteenth centuries</li> </ul>	<ul style="list-style-type: none"> <li>Reading about the significance of the diamond and writing notes about its history</li> <li>Writing a speech for a debate about whether Britain or India should own the diamond today</li> </ul>	<ul style="list-style-type: none"> <li>Koh-i-Noor diamond</li> <li>Peacock Throne</li> <li>Pension</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.11</li> <li>Worksheet 6.11</li> <li>Lesson presentation</li> </ul>

### Lesson 6.12 Period Review: How would you sum up the period, 1750–1900?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>To review the period, 1750–1900</li> </ul>	<ul style="list-style-type: none"> <li>Selecting two events, people, developments or ideas and two places that are important features of the period</li> <li>Making connections between different features of the period</li> <li>Creating a title page</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 6.12</li> <li>Worksheet 6.12.1</li> <li>Worksheet 6.12.2</li> </ul>

### About the unit

**This thematic study** grows naturally out of the study of empire in Units 5 and 6.

It continues to build students' awareness of the **chronological spine of British history**, drawing on each of the period studies. It focuses on the nature of and reasons for migration to Britain in each of the six chronological periods.

The **theme** of migration is fundamental to human society, but also provides a foundation for later study at GCSE.

**Short and focused thematic studies** such as this are one of the best ways to develop chronological understanding and awareness of the broad arc of time.

This thematic study is case study based and focuses on human stories **that typify the migration experience** in each period.

### Learning Outcomes

This thematic study will help your students to:

- reinforce their sense of period
- develop their understanding of the distinctive features of each period
- see the story of migration in overview and detail – to combine micro and macro history.

At the end students will know:

- what factors caused migration to Britain in each period
- how far migrants to Britain were welcomed in each period
- what impact migration has had on Britain in each period.

They will be able to:

- describe similarities and differences in the experiences of migrants across 1000 years.

### Key terms and vocabulary development

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

- **Key terms:** Aliens Subsidy; Anti-Semitism; Colonial; Commonwealth; Craftsmen; Danelaw; European Union; Heritage; Huguenots; Independent nation; Jewish; Kingdoms; Lascars; Migrants; Migration; MP; Pogroms; Refugee; Sarcophagus; Shires; Trade union.

### Assessment opportunities

The **end of enquiry final task** is a supported piece of extended writing that will reveal:

- their awareness of **key features** of each period, and
- their understanding of **causes and consequences**.

### Links to 2014 National Curriculum

Content knowledge:

- a study of an aspect of social history such as the impact through time of the migration of people to the British Isles.

Disciplinary knowledge

- chronological knowledge of British History
- correct use of historical terminology
- analyse similarity and difference and diversity over a long arc of time

## Unit 7: Thematic Study: Migration to Britain through time (6 lessons)

- write an evidentially supported judgement essay.

### Links to prior learning in Understanding History

- This **thematic study** grows naturally out of the study of empire in Units 5 and 6.
- The factors affecting the migration experience draw on the previous period studies and thematic studies, in particular the impact of:
  - the Norman Conquest on medieval migration (from Enquiry 2.2)
  - the slave trade and the Reformation on Early Modern migration (from Unit 5)
  - Britain's growing empire on nineteenth- and twentieth-century migration (from Unit 6).

### Links to future learning in Understanding History

- This study provides a chronological context for the final period study of the twentieth century (Unit 8).
- The twentieth-century migration experience is picked up in Enquiry 8.8 which examines the struggle for equal rights.

### Links to future learning at GCSE

This unit will be a helpful **knowledge foundation** if you are studying any of the Migration options at GCSE.

<b>AQA</b> GCSE History	Migration, empires and the people: c790 to the present day
<b>OCR B</b> GCSE History	Migrants to Britain, c. 1250 to present
<b>OCR A</b> GCSE History	Migration to Britain c. 1000–2010

GCSE **exam skill sheets** based on this unit are:

<b>AQA</b> GCSE History	<b>Skill sheet</b>	<b>Content focus/Enquiry</b>	<b>Skills focus</b>
	12	Migration to Britain (7)	Factors essay

<b>Pearson</b> <b>Edexcel</b> GCSE History	<b>Skill sheet</b>	<b>Content focus</b>	<b>Skills focus</b>
	14/15	Migration to Britain (7)	Similarity and difference
<b>OCR B</b> GCSE History	<b>Skill sheet</b>	<b>Content focus</b>	<b>Skills focus</b>
	18	Migration to Britain (7)	Analyse an interpretation
	19	Migration to Britain (7)	Thematic essay question

## Lesson sequence

These six lessons form a single sequence in which students visit six periods of British history and compare them. NB These are at-a-glance lesson summaries. You can use the below table to identify where all the supporting resources listed in the summaries can be found:

Resource	Located in:	
	Printed	Online
Lesson plans	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331334 – Understanding History: Key Stage 3: Boost Core  9781398331457 – Understanding History: Key Stage 3: Boost Premium
Lesson worksheets	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	
Pearson Edexcel, AQA and OCR B skill sheets	9781398314337 - Understanding History: Key Stage 3: Assessment Pack	
Lesson presentations		

## Lesson summaries

Lesson 7A Migration to Britain – an overview			
Learning objectives	Main teaching activities	Key term	Supporting resources
<ul style="list-style-type: none"> <li>Understand the broad picture of migration to Britain from 400 to the present day and the different reasons for this migration</li> </ul>	<ul style="list-style-type: none"> <li>Annotating a timeline of the main periods of migration and factors influencing it</li> <li>Creating images to help them recall the overview of migration</li> </ul>	<ul style="list-style-type: none"> <li>Heritage</li> <li>Migration</li> <li>Migrants</li> <li>Sarcophagus</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 7A</li> <li>Worksheet 7A.1</li> <li>Worksheet 7A.2</li> <li>Worksheet 7A.3</li> <li>Lesson presentation</li> </ul>

## Unit 7: Thematic Study: Migration to Britain through time (6 lessons)

### Lesson 7B Early Medieval migration, 400–1066

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the reasons why the Anglo-Saxons came to Britain and the impact they had on British culture and language</li> </ul>	<ul style="list-style-type: none"> <li>Finding out how the Anglo-Saxons affected the English language</li> <li>Annotating the timeline with the impact the Anglo-Saxons had on Britain</li> </ul>	<ul style="list-style-type: none"> <li>Danelaw</li> <li>Kingdoms</li> <li>Shires</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 7B</li> <li>Worksheet 7B.1</li> <li>Worksheet 7A.2</li> <li>Worksheet 7B.2</li> <li>Lesson presentation</li> </ul>

### Lesson 7C Late Medieval migration, 1066–1500

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand why Jewish people and other European migrants came to Britain during this period, the impact they had and the challenges they faced</li> </ul>	<ul style="list-style-type: none"> <li>Examining sources to find out about two more migration stories</li> <li>Annotating the timeline with the impact of and challenges faced by Jewish and European migrants</li> </ul>	<ul style="list-style-type: none"> <li>Aliens Subsidy</li> <li>Craftsmen</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 7C</li> <li>Worksheet 7C</li> <li>Worksheet 7A.2</li> <li>Worksheet 7B.2</li> <li>Lesson presentation</li> </ul>

### Lesson 7D Early Modern migration, 1500–1750

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand that the Reformation and exploration during this period brought African people and Huguenot migrants to Britain, and understand their impact and challenges</li> </ul>	<ul style="list-style-type: none"> <li>Linking events of the Reformation and exploration with migration</li> <li>Exploring an image of Huguenot migration</li> <li>Annotating the timeline with the impact of and challenges faced by the African and Huguenot migrants in England</li> </ul>	<ul style="list-style-type: none"> <li>Huguenots</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 7D</li> <li>Worksheet 7D</li> <li>Worksheet 7A.2</li> <li>Worksheet 7B.2</li> <li>Lesson presentation</li> </ul>

## Unit 7: Thematic Study: Migration to Britain through time (6 lessons)

### Lesson 7E Industrial and Imperial migration, 1750–1900

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand how industrialisation and imperialism affected migration to Britain and the impacts of, and challenges for, Asian and Jewish migrants during this time</li> </ul>	<ul style="list-style-type: none"> <li>Finding out about the experiences of Asian and Jewish migrants during this time and why they came to Britain</li> <li>Annotating the timeline with the impact of and challenges faced by these migrant groups</li> </ul>	<ul style="list-style-type: none"> <li>Anti-Semitism</li> <li>Colonial</li> <li>Lascars</li> <li>MP</li> <li>Pogroms</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 7E</li> <li>Worksheet 7E</li> <li>Worksheet 7A.2</li> <li>Worksheet 7B.2</li> <li>Lesson presentation</li> </ul>

### Lesson 7F Modern migration, 1900 to the present

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand how the two world wars, the end of empire and membership of the EU have all affected migration to Britain – and the impact of, and challenges for, the migrant groups during this period</li> </ul>	<ul style="list-style-type: none"> <li>Completing the timeline by adding the impact of and challenges faced by Polish, other European and Commonwealth migrants</li> <li>Answering one of a choice of two judgement essays – on whether Britain has welcomed migrants, or whether migrants have had an impact on British society</li> </ul>	<ul style="list-style-type: none"> <li>Commonwealth</li> <li>European Union</li> <li>Independent nation</li> <li>Refugee</li> <li>Trade union</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 7F</li> <li>Worksheet 7F.1</li> <li>Worksheet 7F.2</li> <li>Worksheet 7A.2</li> <li>Worksheet 7B.2</li> <li>Lesson presentation</li> <li>Pearson Edexcel skill sheet 14</li> <li>Pearson Edexcel skill sheet 15</li> <li>AQA skill sheet 12</li> <li>OCR B skill sheet 18</li> <li>OCR B skill sheet 19</li> </ul>



### About the unit

This is a **period study** which looks in **overview** and depth at **events**, stories and issues in the twentieth century.

The twentieth century is a vast topic with many issues, so we have focused particularly on the British perspective in line with our attempt to provide a **chronological spine of British history**.

It examines both **political** and social **history**. It provides depth enquiries into iconic topics, such as the **First World War** and the **Holocaust**, as well as some other topics, such as **Winston Churchill**.

The **challenges** facing Britain and the wider world are integrated into the depth enquiries and also covered as part of the overview.

It includes two **site studies**: of a First World War memorial (Newfoundland Memorial Park) and of York Cold War observation bunker.

There is a strong focus on developing students' awareness of interpretations and of significance.

It breaks naturally into two parts:

- 8.2–8.6 focus on the first half of the century
- 8.7–8.11 focus on post-1945.

### Learning Outcomes

This period study will help your students to develop:

- an overview of the twentieth century
- an awareness of the major themes of the period
- depth understanding of key moments, events and people

- improved extended writing skills
- greater confidence in forming judgements and supporting them with evidence.

At the end students will know:

- the causes and key features of the First World War
- the phases of Winston Churchill's life and the part he played in British history through the twentieth century from the First World War to the Second World War
- the impact of Nazi anti-Semitism on Jewish people in Europe and the key events of the Holocaust
- the campaigns for equal rights for various groups in the period after 1960
- the short- and long-term causes of the terrorist attacks on 9/11.

They will be able to:

- engage with interpretations of the people and events of the period and comment on them
- compare the role of individuals and other factors in the campaign for equal rights
- consider the significance of key individuals and events.

### Key terms and vocabulary development

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

- **Key terms:** Air-raids; Allah; Alliances; Allies; Al-Qaeda; Anti-Semitism; Appeasement; Artillery; Assassination; Atomic bomb; Auschwitz-Birkenau; BAME; Berlin Wall; Blitz; Blitz spirit; Boycott; Campaign;

Campaigners; Censorship; CERN; Civil Rights movement; Civil War; Cold War; Communist; Conscientious objectors; Conscription; Conservative; Contraceptive pill; Coup; D-Day; Death camps; Deporting; Dictator; Disabilities; Discrimination; DORA; Dunkirk; Eastern Front; Einsatzgruppen; Embassy; Enemy aliens; Enigma Code; Equal rights; Factors; Final Solution; Frontline; Fundamentalist; Gandhi; Gas chambers; Ghetto; Global warming; Guerrilla; Holocaust; Homosexual people; HTML/HTTP; Hypertext; Iconic; Indian independence; Institutionally racist; Islamist; Jihad; Kristallnacht; Labour; Liberals; Liquidation; Mandates; Martyr; MP; Memorial; Mujahedeen; Munitions; Muslim Brotherhood; Myth; National Health Service; Nationalism; Nazi; Non-combat roles; Nuclear warfare; Ottoman Empire; Pals' Battalions; Persecution; Phoney War; Propaganda; Racism; Radiation; Radical; Rations; Reconnaissance; Repealed; Resistance; Significance; Slave labour; Smuggling; Stalemate; Streaming; Strike; Suffrage; Suffragette; Suffragist; Suicide bomber; Superpowers; Synagogue; Taliban; Terrorist; Total war; Trends; U-boats; UN Declaration of Human Rights; United Nations; VE Day; Welfare State; Wifi; Wired router; World Wide Web; Yellow star.

### **Assessment opportunities**

It will give you plenty of evidence for your mixed bag of assessments.

**Each enquiry leads to a major task** which reveals both growing substantive knowledge and disciplinary knowledge. These are both evidenced in the final tasks. For example:

- the essay task at the end of 8.4 reveals their understanding of the life of Winston Churchill and his role in the major events from 1900–65, but also
- their ability to write an evidentially-supported answer to an interpretation question.

The other end of unit assessments take a variety of forms.

- The First World War enquiry (8.2) asks students to write four paragraphs on the impacts of the War on those who fought in it and those who stayed at home, full of well-researched detail.
- The Holocaust enquiry (8.6) final task is to select images for an exhibition and to give reasons for their selection.
- The Equal Rights enquiry (8.8) leads to an explanation of how and why things changed for one chosen group.
- Enquiry 8.10 into 9/11 results in three overview timelines of developments which feed into a causation essay.

Every lesson offers opportunities for formative assessment, for example:

- their ability to ask historical questions (p200–01)
- their ability to think in overview (p202–03)
- their ability to use sources (p212–13, p220–21)
- the evaluation of the usefulness of sources (p220–21)
- their ability to describe key features of a period (p248–49)
- their understanding of factors and the links between them (p230–31)

There is also a half-termly assessment after Lessons 8.3, 8.6 and 8.12.

### **Links to 2014 National Curriculum**

Content knowledge:

- Challenges for Britain, Europe and the wider world 1901 to the present day.
- The Holocaust.
- Women's suffrage.

- The First World War.
- The Second World War and the wartime leadership of Winston Churchill.
- Social, cultural and technological change in post-war British society.

Disciplinary knowledge:

Students deepen their chronologically secure knowledge and understanding of British and world history, so that it provides a well-informed context for wider learning.

- Students identify significant events within periods.
- They use concepts to frame and pursue historically valid enquiries.
- They create relevant, structured accounts supported by evidence.
- They use different types of historical sources to pursue enquiry.
- They discern how and why contrasting arguments and interpretations of the past have been constructed.

#### **Links to prior learning in Understanding History**

- Enquiry 8.8 picks up from the migration thematic study in Unit 5.
- Enquiry 8.8 also develops the story of public demonstrations and protests for civil rights, which began with Peterloo in Unit 6.
- Enquiry 8.4 on Churchill develops the idea of using a criteria of significance which was used to assess Henry VIII in Unit 4.4.

#### **Links to future learning at GCSE**

We have continued in our objective of covering content that is not likely to be covered at GCSE allowing the course to provide context and background rather than duplication of substantive content.

This unit will be a helpful **knowledge foundation** if you are studying:

<b>AQA</b> GCSE History	Conflict and tension: The inter-war years, 1918–1939
<b>Pearson Edexcel</b> GCSE History	Warfare and British society, c1250–present
<b>OCR B</b> GCSE History	Britain in peace and war, 1900–1918
<b>OCR A</b> GCSE History	War and British society c. 790–2010
<b>WJEC/Eduqas</b> GCSE History	Empire, Reform and War: Britain, 1890–1918

It also provides an overview context for any depth or period study of the twentieth century including the inter-war period and the rise of the dictators.

GCSE **exam skill sheets** based on this unit for use now or later in the course are:

<b>AQA</b>	<b>Skill sheet</b>	<b>Content focus/enquiry</b>	<b>Skills focus</b>
GCSE History	11	First World War (8.2)	Sources
	13	Women's rights (8.8)	Significance
<b>Pearson Edexcel</b>	<b>Skill sheet</b>	<b>Content focus/enquiry</b>	<b>Skills focus</b>
GCSE History	16a, b and c	Winston Churchill (8.4)	Interpretation
	17	Equal rights (8.8)	Causation
<b>OCR B</b>	<b>Skill sheet</b>	<b>Content focus/enquiry</b>	<b>Skills focus</b>
GCSE History	20	First World War (8.2)	Name one key feature
	21	First World War (8.2)	Clear and organised summary
	22	First World War (8.2)	Explain the impact
	23	Second World War (8.4)	Usefulness of sources

	24	The Holocaust (8.6)	Name one key feature
	25	The Holocaust (8.6)	Clear and organised summary
	26	Equal rights (8.8)	Infer from sources
	27	Equal rights (8.8)	Depth essay question
	28	9/11 (8.10)	Explain causes
	29	9/11 (8.10)	Interpretations essay

## **Lesson sequence**

After the introductory overview lesson – 8.1 Big picture: The modern world (1 lesson), followed by an early-unit half-termly test – this unit is split into two periods.

8.2–8.6 focus on the first half of the century:

8.2 Enquiry: What was the impact of the First World War on people's lives? (4 lessons)

8.3 Site study: Newfoundland Memorial Park (1 lesson)

8.4 Enquiry: How should Winston Churchill be remembered? (3 lessons)

8.5 Close-up: The Blitz spirit and war-time propaganda (1 lesson)

8.6 Enquiry: What stories lie behind photographs of the Holocaust? (3 lessons)

Followed by a mid-unit half-termly assessment.

8.7–8.11 focus on the post-Second World War world:

8.7 Site study: York Cold War observation bunker (1 lesson)

8.8 Enquiry: What helped the struggle for equal rights in Britain after 1960? (3 titles)

8.9 Close-up: Statue of Millicent Fawcett in Parliament Square (1 lesson)

8.10 Enquiry: What caused the 9/11 attacks? (4 lesson)

8.11 Close-up: The invention of the World Wide Web (1 lesson)

It closes with a period review:

8.12 Period review: How would you sum up the twentieth century? (1 lesson)

Then an end of course half-termly test.

**Lesson summaries**

NB These are at-a-glance lesson summaries. You can use the below table to identify where all the supporting resources listed in the summaries can be found:

Resource	Located in:	
	Printed	Online
Lesson plans	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331334 – Understanding History: Key Stage 3: Boost Core  9781398331457 – Understanding History: Key Stage 3: Boost Premium
Lesson worksheets	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	
Pearson Edexcel, AQA and OCR B skill sheets	9781398314337 - Understanding History: Key Stage 3: Assessment Pack	
Lesson presentations		

**Lesson 8.1** Big picture: The modern world

Learning objectives	Main teaching activities	Key term	Supporting resources
<ul style="list-style-type: none"> <li>Learn about the key events of the period, 1900 to the present</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the main events of the period</li> <li>Finding which events they already know about and which are new; which events resulted in a huge loss of life; which events improved people's lives</li> </ul>	<ul style="list-style-type: none"> <li>Atomic bomb</li> <li>Cold War</li> <li>Communist</li> <li>Contraceptive pill</li> <li>Global warming</li> <li>Holocaust</li> <li>Indian independence</li> <li>National Health Service</li> <li>National Insurance</li> <li>United Nations</li> <li>Welfare State</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.1</li> <li>Worksheet 8.1</li> <li>Lesson presentation</li> </ul>

Four lesson enquiry on the First World War:

**Lesson 8.2A** 'Your country needs you!'

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand an overview of the First World War.</li> <li>Understand why men were keen to volunteer to enlist when war broke out.</li> </ul>	<ul style="list-style-type: none"> <li>Make notes on the outbreak of war and the population's reaction</li> <li>Write a paragraph to explain why so many men were keen to volunteer</li> </ul>	<ul style="list-style-type: none"> <li>Alliances</li> <li>Assassination</li> <li>Pals' Battalions</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.2A</li> <li>Worksheet 8.2A.1</li> <li>Worksheet 8.2A.2</li> <li>Lesson presentation</li> </ul>

**Lesson 8.2B** Living and fighting on the Western Front

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the conditions and dangers of life for soldiers on the Western Front</li> </ul>	<ul style="list-style-type: none"> <li>Writing a second paragraph – selecting evidence to write a big point on the impact on soldiers, of living and fighting on the Western Front, and supporting it with details</li> </ul>	<ul style="list-style-type: none"> <li>Artillery</li> <li>Frontline</li> <li>Reconnaissance</li> <li>Stalemate</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.2B</li> <li>Worksheet 8.2B</li> <li>Worksheet 8.2A.2</li> <li>Lesson presentation</li> </ul>

**Lesson 8.2C** The global conflict

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand that the First World War was not confined to the trenches, but instead battles were fought globally</li> </ul>	<ul style="list-style-type: none"> <li>Making notes on the conflicts in different areas of the world</li> <li>Writing a third paragraph – selecting evidence to write a big point on the impact of people caught up in the global conflict, and supporting it with details</li> </ul>	<ul style="list-style-type: none"> <li>Eastern Front</li> <li>U-boats</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.2C</li> <li>Worksheet 8.2C</li> <li>Worksheet 8.2A.2</li> <li>Lesson presentation</li> </ul>



<b>Lesson 8.2D</b> Civilians' lives on the Home Front			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand that the First World War was a total war, in which everyone's lives were affected</li> </ul>	<ul style="list-style-type: none"> <li>Summarising information on the aspects of life on the Home Front during the War</li> <li>Writing a final paragraph – selecting evidence to write a big point on the impact on civilians on the Home Front, and supporting it with details</li> </ul>	<ul style="list-style-type: none"> <li>Air-raids</li> <li>Censorship</li> <li>Conscientious objectors</li> <li>Conscription</li> <li>DORA</li> <li>Enemy aliens</li> <li>Munitions</li> <li>Non-combat roles</li> <li>Propaganda</li> <li>Rations</li> <li>Total war</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.2D</li> <li>Worksheet 8.2D</li> <li>Worksheet 8.2A.2</li> <li>Lesson presentation</li> <li>AQA skill sheet 11</li> <li>OCR B skill sheet 20</li> <li>OCR B skill sheet 21</li> <li>OCR B skill sheet 22</li> </ul>

<b>Lesson 8.3</b> Site study: Newfoundland Memorial Park			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand the significance of the Newfoundland memorial Park to different people</li> </ul>	<ul style="list-style-type: none"> <li>Analysing a photograph to find certain historic features of the site</li> <li>Making notes on how the site is significance to different groups of people</li> </ul>	<ul style="list-style-type: none"> <li>Memorial</li> <li>Significance</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.3</li> <li>Worksheet 8.3</li> <li>Lesson presentation</li> </ul>

Three-lesson enquiry on Winston Churchill:

<b>Lesson 8.4A</b> Churchill's early career, 1900–18			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand that there are different interpretations of Churchill's reputation</li> <li>Understand the details of Churchill's early career in the Liberal Party and during the First World War</li> </ul>	<ul style="list-style-type: none"> <li>Creating a criteria of greatness</li> <li>Writing a summary card assessing the strengths and weaknesses of Churchill's early career in the Liberal Party</li> <li>Writing a summary card assessing the strengths and weaknesses of Churchill's role during the First World War</li> </ul>	<ul style="list-style-type: none"> <li>Conservative</li> <li>Discrimination</li> <li>Liberals</li> <li>MP</li> <li>Strike</li> <li>Suffrage</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.4A</li> <li>Worksheet 8.4A.1</li> <li>Worksheet 8.4A.2</li> <li>Lesson presentation</li> </ul>

  

<b>Lesson 8.4B</b> Churchill's career, 1918–40			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand Churchill's career as Chancellor of the Exchequer, his views during the Wilderness years and becoming Prime Minister</li> </ul>	<ul style="list-style-type: none"> <li>Investigating Churchill's career in the period 1918–40</li> <li>Writing summary cards assessing the strengths and weaknesses of his time as Chancellor of the Exchequer, during the Wilderness years and becoming Prime Minister</li> </ul>	<ul style="list-style-type: none"> <li>Appeasement</li> <li>Dunkirk</li> <li>Gandhi</li> <li>Indian independence</li> <li>Labour</li> <li>Phoney War</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.4B</li> <li>Worksheet 8.4B</li> <li>Worksheet 8.4A.2</li> <li>Lesson presentation</li> </ul>

**Lesson 8.4C** From war leader to retirement, 1940–65

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the nature of Churchill's role as war leader and his career after the war</li> </ul>	<ul style="list-style-type: none"> <li>Writing summary cards assessing the strengths and weaknesses of Churchill's time as war leader and following the end of the war</li> <li>Using the summary cards to answer the question: 'How far should we remember Churchill as a great man?'</li> </ul>	<ul style="list-style-type: none"> <li>Allies</li> <li>D-Day</li> <li>Enigma Code</li> <li>VE Day</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.4C</li> <li>Worksheet 8.4C.1</li> <li>Worksheet 8.4C.2</li> <li>Worksheet 8.4A.2</li> <li>Lesson presentation</li> <li>Pearson Edexcel skill sheet 16a</li> <li>Pearson Edexcel skill sheet 16b</li> <li>Pearson Edexcel skill sheet 16c</li> <li>OCR B skill sheet 23</li> </ul>

**Lesson 8.5** Close up: Blitz spirit and war-time propaganda

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand to what extent the 'Blitz spirit' existed in Britain during the War</li> </ul>	<ul style="list-style-type: none"> <li>Finding out about the reasons why the photograph 'the Blitz Milkman' was taken</li> <li>Evaluating the usefulness of sources for finding out about the Blitz</li> </ul>	<ul style="list-style-type: none"> <li>Blitz</li> <li>Blitz spirit</li> <li>Censor</li> <li>Iconic</li> <li>Myth</li> <li>Propaganda</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.5</li> <li>Worksheet 8.5</li> <li>Lesson presentation</li> </ul>

Three-lesson enquiry on the Holocaust:

<b>Lesson 8.6A</b> Increasing persecution, 1933–39			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand an overview of the events of the Holocaust, and the persecution of Jewish people that took place when the Nazis came to power, 1933–39</li> </ul>	<ul style="list-style-type: none"> <li>Finding out about Nazi actions against Jewish people in this period – boycotting and attacking</li> <li>Choosing a photograph for the ‘Images of the Holocaust’ exhibition; explaining what it tells us about Nazi attitudes and why it is a good photograph to use in the exhibition</li> </ul>	<ul style="list-style-type: none"> <li>Anti-Semitism</li> <li>Boycott</li> <li>Holocaust</li> <li>Kristallnacht</li> <li>Nazi</li> <li>Persecution</li> <li>Synagogue</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.6A</li> <li>Worksheet 8.6A.1</li> <li>Worksheet 8.6A.2</li> <li>Lesson presentation</li> </ul>

<b>Lesson 8.6B</b> Life in the ghettos, 1939–43			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand the daily life of Jewish people in the ghettos and examine photos about this period of Nazi anti-Semitism</li> </ul>	<ul style="list-style-type: none"> <li>Analysing photos on ghetto life – who took them, why, what they show</li> <li>Choosing the second photograph for the exhibition; explaining what it tells us about the ghettos and why it helps visitors to understand the Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>Death camps</li> <li>Deporting</li> <li>Ghetto</li> <li>Liquidation</li> <li>Smuggling</li> <li>Yellow star</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 8.6B</li> <li>Worksheet 8.6B</li> <li>Worksheet 8.6A.2</li> <li>Lesson presentation</li> </ul>

**Lesson 8.6C** Mass murder, 1941–45

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the Nazi policy of the Final Solution and examine sources about this period of Nazi persecution against Jewish people</li> </ul>	<ul style="list-style-type: none"> <li>Choosing the third photograph for the exhibition; explaining the story behind the image and why it will help visitors understand the Holocaust</li> <li>Writing an introduction to the exhibition to explain its purpose and why photographs of the Holocaust are so important</li> </ul>	<ul style="list-style-type: none"> <li>Auschwitz-Birkenau</li> <li>Einsatzgruppen</li> <li>Final Solution</li> <li>Gas chambers</li> <li>Resistance</li> <li>Slave labour</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.6C</li> <li>Worksheet 8.6C</li> <li>Worksheet 8.6A.2</li> <li>Lesson presentation</li> <li>OCR B skill sheet 24</li> <li>OCR B skill sheet 25</li> </ul>

**Lesson 8.7** Site study: York Cold War observation bunker

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the events surrounding the Cold War and why sites like the York Cold War observation bunker, were built</li> </ul>	<ul style="list-style-type: none"> <li>Finding out about the threat of nuclear attack that followed the end of the Second World War</li> <li>Producing a short entry for a tourist guide, on the site, explaining why the bunker was created and what visitors to the site can see there</li> </ul>	<ul style="list-style-type: none"> <li>Atomic bomb</li> <li>Berlin Wall</li> <li>Cold War</li> <li>Nuclear warfare</li> <li>Radiation</li> <li>Superpowers</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.7</li> <li>Worksheet 8.7.1</li> <li>Worksheet 8.7.2</li> <li>Lesson presentation</li> </ul>

Three lesson enquiry on the struggle for equal rights in Britain:

<b>Lesson 8.8A</b> 1960 to the present – an overview			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand that not everyone in society has equal rights and learn about four groups who have been fighting for equal rights since the 1960s</li> </ul>	<ul style="list-style-type: none"> <li>Writing a definition of equal rights</li> <li>Reading about an overview of change for four groups and noting down specific changes on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>BAME</li> <li>Disabilities</li> <li>Discrimination</li> <li>Equal rights</li> <li>Homosexual people</li> <li>Racism</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.8A</li> <li>Worksheet 8.8A.1</li> <li>Worksheet 8.8A.2</li> <li>Lesson presentation</li> </ul>

<b>Lesson 8.8B</b> Campaigns and campaigners			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand that individuals have brought about a great deal of change in organising campaigns pressing for equal rights</li> </ul>	<ul style="list-style-type: none"> <li>Writing summary cards on individuals or groups who have worked to bring about change</li> <li>Discussing campaign methods</li> </ul>	<ul style="list-style-type: none"> <li>Campaign</li> <li>Campaigners</li> <li>Institutionally racist</li> <li>Repealed</li> <li>Strike</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.8B</li> <li>Worksheet 8.8B</li> <li>Worksheet 8.8A.2</li> <li>Lesson presentation</li> </ul>

**Lesson 8.8C** Factors and trends

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand that it is not individuals alone who bring about change, but that other societal factors play a part</li> </ul>	<ul style="list-style-type: none"> <li>Finding out about societal changes from the 1960s to the present</li> <li>Finding connections between these societal factors and the campaigns studied in the previous lesson</li> <li>Using their notes to write an explanation of how and why their group has more equal rights since 1960</li> </ul>	<ul style="list-style-type: none"> <li>Civil rights movement</li> <li>Factors</li> <li>Trends</li> <li>UN Declaration of Human Rights</li> <li>Welfare State</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.8C</li> <li>Worksheet 8.8C</li> <li>Worksheet 8.8A.2</li> <li>Lesson presentation</li> <li>AQA skill sheet 13</li> <li>OCR B skill sheet 26</li> <li>OCR B skill sheet 27</li> </ul>

**Lesson 8.9** Close up: Statue of Millicent Fawcett in Parliament Square

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the meaning of this statue and what its erection can tell us about British society</li> </ul>	<ul style="list-style-type: none"> <li>Finding out about the life of Millicent Fawcett and other events in the timeline of women's suffrage</li> <li>Annotating the statue to explain its features and to explain why it was erected and what it tells us about Britain today</li> </ul>	<ul style="list-style-type: none"> <li>Suffragist</li> <li>Suffragette</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.9</li> <li>Worksheet 8.9.1</li> <li>Worksheet 8.9.2</li> <li>Lesson presentation</li> </ul>

Four lesson enquiry on 9/11:

<b>Lesson 8.10A</b> Al-Qaeda			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand the events of 9/11 and background to the role of Al-Qaeda and that events like this have many short- and long-term causes</li> </ul>	<ul style="list-style-type: none"> <li>Summarising the events of 9/11 and the role of Al-Qaeda</li> <li>Asking questions about the event</li> </ul>	<ul style="list-style-type: none"> <li>Allah</li> <li>Al-Qaeda</li> <li>Fundamentalist</li> <li>Islamist</li> <li>Jihad</li> <li>Terrorist</li> <li>Radical</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.10A</li> <li>Worksheet 8.10A</li> <li>Lesson presentation</li> </ul>

<b>Lesson 8.10B</b> Western involvement in the Middle East, 1800–1966			
<b>Learning objectives</b>	<b>Main teaching activities</b>	<b>Key terms</b>	<b>Supporting resources</b>
<ul style="list-style-type: none"> <li>Understand how western involvement in the Middle East in the period 1800–1966 led to a growing mistrust of the West</li> </ul>	<ul style="list-style-type: none"> <li>Answering questions on the information in the Student Book</li> <li>Using a timeline to summarise the events and explain why they were long-term causes of the 9/11 attacks</li> </ul>	<ul style="list-style-type: none"> <li>Coup</li> <li>Mandates</li> <li>Muslim Brotherhood</li> <li>Nationalism</li> <li>Ottoman Empire</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.10B</li> <li>Worksheet 8.10B.1</li> <li>Worksheet 8.10B.2</li> <li>Lesson presentation</li> </ul>



**Lesson 8.10C** The formation and growth of al-Qaeda, 1967–96

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand how events unfolded in the Middle East between 1967 and 1996 to make an attack on the USA more likely</li> </ul>	<ul style="list-style-type: none"> <li>Answering questions on the key events during this period</li> <li>Using a timeline to summarise the events and explain why they were long-term causes of the 9/11 attacks</li> </ul>	<ul style="list-style-type: none"> <li>Dictator</li> <li>Guerrilla</li> <li>Mujahedeen</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.10C</li> <li>Worksheet 8.10C</li> <li>Worksheet 8.10B.2</li> <li>Lesson presentation</li> </ul>

**Lesson 8.10D** Threats and attacks, 1997–2001

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand how events from 1997 to 2001 were short-term causes of the attacks on 9/11</li> </ul>	<ul style="list-style-type: none"> <li>Answering questions on the key events during this period</li> <li>Using a timeline to summarise the events and explain why they were long-term causes of the 9/11 attacks</li> <li>Using their timelines to write a GCSE-style judgement essay about the causes of the attacks on 9/11</li> </ul>	<ul style="list-style-type: none"> <li>Civil War</li> <li>Embassy</li> <li>Martyr</li> <li>Suicide bomber</li> <li>Taliban</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.10D</li> <li>Worksheet 8.10D.1</li> <li>Worksheet 8.10D.2</li> <li>Worksheet 8.10B.2</li> <li>Lesson presentation</li> <li>OCR B skill sheet 28</li> <li>OCR B skill sheet 29</li> </ul>

**Lesson 8.11** Close up: The invention of the World Wide Web

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the significance of the invention of the World Wide Web and complete a review of the inventions studied throughout the course</li> </ul>	<ul style="list-style-type: none"> <li>Making notes on the benefits and disadvantages of the internet</li> <li>Reviewing the inventions covered throughout the course and their impact</li> </ul>	<ul style="list-style-type: none"> <li>CERN</li> <li>HTML/HTTP</li> <li>Hypertext</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 8.11</li> <li>Worksheet 8.11</li> <li>Lesson presentation</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing quiz questions on inventions and voting on which invention has had the biggest impact</li> </ul>	<ul style="list-style-type: none"> <li>• Streaming</li> <li>• Wired router</li> <li>• Wifi</li> <li>• World Wide Web</li> </ul>	
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**Lesson 8.12** Period Review: How would you sum up the twentieth century?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>• To review the twentieth century</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting two events, people, developments or ideas and two places that are important features of the period</li> <li>• Making connections between different features of the period</li> <li>• Creating a title page</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan 8.12</li> <li>• Worksheet 8.12.1</li> <li>• Worksheet 8.12.2</li> <li>• Lesson presentation</li> </ul>