

Curriculum mapping for teachers using *Understanding History*

4 Period study: Understanding the changing world, 1450–1750			
4.4 Enquiry: What mattered to Henry VIII?			
	Enquiry/Chapter	How to incorporate it	Why
Black Lives in Britain	Chapter 1 Site enquiry: Black people in Tudor London	The life of John Blanke and the Tudor court.	To illustrate the diversity of the Tudor court.
4.6 How far was Elizabethan England a ‘golden age’?			
	Enquiry/Chapter	How to incorporate it	Why
The British Empire	1.1 What did colonisation mean for the Irish people?	This could be used as a counterpoint to the argument that Elizabeth provided a pragmatic ‘Religious Settlement’ in the British Isles.	Including Ireland in the history of Tudor religious policy is an important part of the story.
The British Empire	1.2 What can we learn from the story of the Roanoke colony?	The stories of Manteo and Wanchese can provide a different perspective on early encounters between Algonquian people and the English – and on the different ways people made ‘voyages of discovery’.	Looking at this history from the perspective of Algonquian as well as English people gives a fuller story.

The British Empire	1.4 How did the Caribbean become the 'hub of the British Empire'?	England and Spain's rivalry in North America for trade and the Caribbean as a cause of exacerbating this tension.	This provides a strong counterpoint to the 'golden age' as it makes us question who it was golden for.
4.8 How can we explain the Civil War?			
	Enquiry/Chapter	How to incorporate it	Why
The British Empire	1.1 What did colonisation mean for the Irish people?	Events in Ireland can be incorporated into lessons about the Civil War. Though not explicitly included in the book, migration to American colonies also increased with the upheaval of the Civil War and Protectorate.	This shows the global repercussions of the political struggles in England and Ireland.
The British Empire	1.1 What did colonisation mean for the Irish people?	Cromwell's actions in Ireland could be studied alongside developments in England.	Cromwell's actions in Ireland are crucial to understanding his rule.
4.9 Site Study: Dyrham Park – how the rich lived in the seventeenth century			
	Enquiry/Chapter	How to incorporate it	Why
The British Empire	1.4 How did the Caribbean become the 'hub of the British Empire'?	This chapter could be used to explain how the people at Dyrham made their money.	It is important to understand that events in the Empire had a direct impact in Britain. Dyrham is a good example of wealth derived from slavery.

4.11 Close-up: The East India Company

	Enquiry/Chapter	How to incorporate it	Why
The British Empire	1.5 How did a British company begin an empire?	<p>This is the first of five chapters which provide a coherent story of Britain's role in India, told from an Indian perspective.</p> <p>You could make a direct comparison between the two chapters. They are two interpretations of the same story.</p>	Looking at the impact of the British Empire on Indian people and trying to understand colonialism from the Indian perspective gives a fuller picture.

5 Thematic study: Sugar, empire and slavery through time

	Enquiry/Chapter	How to incorporate it	Why
The British Empire	<p>1.1 Ireland: What did colonisation mean for the Irish people?</p> <p>1.2 America: What can we learn from the story of the Roanoke colony?</p> <p>1.3 America: How did Algonquin people react to English colonisation?</p> <p>1.4 The Caribbean: How did the Caribbean become 'the hub of the British Empire'?</p>	<p>Ireland, America and the Caribbean could be looked at as one enquiry about the start of English colonialism.</p> <p>These chapters flesh out more fully the story told in the Sugar through time chapter.</p>	Telling these stories from the perspective of the colonised is a good opportunity to fully understand the impact and influence of English actions.

Black Lives in Britain	Interlude 1: Britain and the transatlantic slave trade	Briefly explains the emergence of England as a player in the infamous trade.	Explains the changing relationships of race in the seventeenth century and beyond.
Black Lives in Britain	Chapter 2 Depth enquiry: Black Georgians in 18 th -century England	Depth enquiry explores complexities of social relations between Black and White people in eighteenth-century England. Includes Dido Belle, the Prince Regent and three key Black men in London: Olaudah Equiano, Ottobah Cuguano, and Julius Soubise.	Showing how England's relationship with different races, especially African grew challenging with the slave trade. But that individuals were able to move beyond enslavement to make an impact on society and the effort towards abolition.

6 Period study: Understanding history and empire, 1750–1900

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

	Enquiry/Chapter	How to incorporate it	Why
Black Lives in Britain	Chapter 4 Site enquiry: Black people in industrial Liverpool, 1860–1950 Chapter 5 Site enquiry: Black communities in Tiger Bay, Cardiff, 1890–1960	The growth of Britain's overseas trade in the nineteenth century brings prosperity and growth to major port cities, such as Liverpool and Cardiff.	To understand the connection between British economic developments, imperial expansion and the role of Black people within it all.

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

	Enquiry/Chapter	How to incorporate it	Why
The British Empire	2.9 How did the British Empire change Britain in the nineteenth century?	The link between empire and industrialisation could be explored using these pages.	Understanding the argument that colonial wealth helped drive industrialisation, will give students a deeper understanding of the motivations behind all of it.

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

	Enquiry/Chapter	How to incorporate it	Why
The British Empire	Section 2 The Empire in the nineteenth century	This introductory spread uses the same map by Walter Crane, but also discusses the absence of resistance to Empire.	Setting the context of resistance to Empire helps to dispel the idea that Empire was solely a positive thing.

6.6 Enquiry: How did the British colonise Australia?

	Enquiry/Chapter	How to incorporate it	Why
The British Empire	2.5 What did British colonisation mean for the First Peoples of Australia?	<p>This enquiry looks in more detail at the impact of British colonisation on the First Peoples of Australia.</p> <p>As these two chapters look at the same story they could be used as two contrasting interpretations. How are they similar and how are they different?</p>	Looking in detail at the Frontier Wars, and the stories of individuals such as Woollarawarre Bennelong and Truganini, will help to humanise the story of colonisation and its impact in Australia.

The British Empire	2.6 What was the impact of British colonisation on the Māori?	The enquiry in Australia could be expanded to the situation in New Zealand.	This would give a richer and fuller story of colonisation in Australasia.
6.10 What mattered to the British rulers of India, 1750–1900?			
	Enquiry/Chapter	How to incorporate it	Why
The British Empire	<p>1.5 How did a British company begin an empire?</p> <p>2.2 How did Indians resist expanding Company rule?</p> <p>2.3 How did the British Raj change the lives of Indian people?</p> <p>3.5 India: How did Indians challenge British rule after the First World War?</p> <p>3.7 India: Why was 1947 such a significant year in the history of the Indian subcontinent?</p> <p>Particularly for this time period: 2.2 and 2.3</p>	<p>Together, these five chapters provide a coherent story of Britain's role in India, told from an Indian perspective.</p> <p>This could be contrasted with the chapter in Understanding History and used as a comparison of two interpretations of the same story. How are they similar and how are they different?</p>	Looking at the impact on Indian people and trying to understand colonialism from an Indian perspective gives a fuller picture.

6.12 Period overview: How would you sum up the period, 1750–1900?			
	Enquiry/Chapter	How to incorporate it	Why
The British Empire	2.9 How did the British Empire change Britain in the nineteenth century?	The link between empire and industrialisation could be explored using these pages.	Understanding the argument that colonial wealth helped drive industrialisation will give students a fuller picture.
Black Lives in Britain	Interlude: The British Empire in Africa and the Caribbean, 1839–1945	Briefly explaining how imperial expansion developed Britain's engagement and exploitation in the world of Africa and the Caribbean.	Establishing the significance of the British Empire on the development of Black British communities.
Black Lives in Britain	Chapter 4 Site enquiry: Black people in industrial Liverpool, 1860–1950	Explain how Britain's growing global trade and involvement with Africa and the Caribbean brought Black men to Liverpool and how they established families and enterprises that brought races together.	Showing the emergence of interracial families and social change.
Black Lives in Britain	Chapter 9 Thematic enquiry: Black British lives in music Chapter 10 Thematic enquiry: Black British lives in Sport	Explaining the involvement and influence of Black people in two major fields of British social life: music and sport.	Explaining the origins of the vital role that contemporary Black British people play in British life.

7 Thematic study: Migration to Britain through time

	Enquiry/Chapter	How to incorporate it	Why
Black Lives in Britain	Chapter 1 Site enquiry: Black people in Tudor England	The life of John Blanke and the Tudor court.	To give more detail about the experiences of Black people in Tudor England.
Black Lives in Britain	Interlude: The <i>Windrush</i> story: myth and reality	The Interlude considers the myths associated with the Windrush voyage from the Caribbean.	The <i>Windrush</i> story is brought up to the 21 st century and includes the 'Windrush Betrayal'.

8 Period study: Understanding the modern world, 1900 to the present

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

	Enquiry/Chapter	How to incorporate it	Why
The British Empire	3.2 How did the people of the British Empire experience the First World War?	This chapter looks at the different experiences of people from across the Empire during the First World War.	Widening the focus and looking beyond British soldiers' experience acknowledges the role played by colonial recruits and is revealing about attitudes at the time.
Black Lives in Britain	Chapter 10 Thematic enquiry: Black British lives in sport	The life of Walter Tull.	Showing the diversity of British soldiers in the war.

British Social History	1.1 What was life like for British people in the 'Roaring Twenties'?	This is a short introduction about British people in the period immediately after the First World War. It shows how people emerged from the war years and how it continued to have an influence.	The impact of the War after the Armistice is made clear.
British Social History	1.2 How was disability experienced in Britain, 1919–30?	The first part of this chapter is about war-disability and the impact it had on individuals and British society. It could be used as part of a final lesson on the impact of the First World War beyond 1918.	The First World War changed individual lives and British society in ways that endured and shaped the rest of the century.
British Social History	1.3 What opportunities did British women take in the 1920s?	This chapter can also be used to explore the ways in which society changed after the First World War and to explore the wide range of experiences people had during the 'Roaring Twenties'. It could be good to contrast with Weimar Germany in the style of 'Meanwhile Elsewhere'.	Looking at the range of ways in which women's lives changed in the 1920s gives a fuller picture of the consequences of the First World War.

8.5 Close-up: The Blitz spirit and war-time propaganda			
	Enquiry/Chapter	How to incorporate it	Why
The British Empire	3.6 What did the Second World War mean for the British Empire?	This chapter includes individual stories showing how the people of the Empire were affected by the war – and the impact of war on the empire.	The Empire is crucial to understanding Britain's role in the war – and the war is crucial in understanding the end of the Empire.
Black Lives in Britain	Chapter 6 Depth enquiry: Black British lives in the Second World War	<p>Explores the endeavours of a wide range of Black men and women determined to join the nation's fight against fascism, both in the armed forces and on the home front, exposing the racism that they were often met with, as well as their acceptance by some.</p> <p>Explores the impact of African-American men in the US armed forces on British society.</p>	The war was a time of growing inter-racial collaboration and multicultural social development, but this was often resisted, despite the demands of the wartime emergency.
British Social History	Chapter 2: 1930–45	The challenges faced by Britain provide an overview. Stories of different people can be used to show how the war had a different impact in different ways upon people and how they responded. This could be used alongside the more standard lesson content of evacuees and air raid shelters.	This brings a human face to the big events of a huge topic, while also providing an overview of the period.

8.7 Site study: York Cold War observation bunker

	Enquiry/Chapter	How to incorporate it	Why
British Social History	Chapter 4: Britain 1960–79	This chapter focuses on social change, and campaigns for social change, in Britain in the period. It starts with a focus on how British people were influenced by people and events from across the world, including elsewhere in Europe, in the USA, and by the context of 'Cold War'. This chapter also explores the way that liberation movements and civil rights emerged in the 1960s and 1970s.	Britain and British people can often be oddly absent from studies of the Cold War period and pupils are left unable to understand Britain in the present because they are not taught about Britain in the recent past.

Chapter 8.8 Enquiry: What helped the struggle for equal rights in Britain after 1960?

	Enquiry/Chapter	How to incorporate it	Why
British Social History	<p>Chapter 4: Britain 1960–79</p> <p>4.1 What influenced British campaigners for social change in the 1960s and 1970s?</p> <p>4.2: How did people struggle for change in 1960s and 1970s Britain?</p> <p>4.3: How was decriminalisation not the end of the story for LGBTQ+ people?</p>	<p>This chapter focuses on social change, and campaigns for social change, in Britain during the period. It starts with a focus on how British people were influenced by people and events from across the world, including elsewhere in Europe, in the USA, and by the context of 'Cold War'. This chapter also explores the way that liberation movements and civil rights emerged in the 1960s and 1970s.</p>	<p>This chapter focuses on people and not legislation. Students learn about the different ways that people rallied for change. It demonstrates the struggle for rights and freedoms is complex and has its ups and its downs.</p>

British Social History	<p>Chapter 5: Britain 1979-2000</p> <p>5.2 How did the struggle for LGBTQ+ rights get fiercer in the 1980s and 90s?</p> <p>5.3 How did disabled people respond to the lack of real change in the 1980s and 90s?</p> <p>How did women organise for change at the end of the 20th century?</p>	<p>This chapter focuses in more depth on how people kept pushing for change. It makes clear that it was not as simple as changing legislation then life getting better. The complexity of how change happens is revealed accessibly through people's stories and through case histories.</p>	<p>Social change happens in a complex way, and it is important we do not teach an over simplistic narrative that ignores the diversity and the multitude of perspectives in any of the topics.</p>
British Social History	<p>Making history: How do historians describe people in the past?</p> <p>Making history: Why do historians' interests change?</p>	<p>Use these to teach students that language is not fixed and that historians must make decisions about how to describe people in a way that is historically accurate and respectful. Also, that the questions we ask of the past are shaped by our own times and concerns.</p>	<p>In order to make clear that history and historians have also been shaped by their society and the rally for rights and freedom in Britain since the 1960s.</p>

Black Lives in Britain	<p>Chapter 7 Site enquiry: Bristol's Black community, 1960–80</p> <p>Chapter 8 Site enquiry: Brixton: the 'capital of Black Britain' 1948–90</p>	<p>This section of the book explores the development of a multicultural Britain in depth through the Black communities in Bristol and Brixton in the 1960s, 1970s and 1980s. The site studies examine social and political community development, protest and culture.</p>	<p>Explores the vital importance of local grassroots activism in Black communities to resist the tide of racism in Britain at the time.</p>
8.9 Close-up: Statue of Millicent Fawcett in Parliament Square			
	Enquiry/Chapter	How to incorporate it	Why
British Social History	<p>Making History: How do items from the past reach archives?</p>	<p>Vicky Iglikowski-Broad, a Principal Records Specialist at the National Archives, discusses how the archives hold one of the world's biggest collections of records on the women's suffrage movement in Britain.</p>	<p>Importance of peaceful protests and provides interesting discussion points on the criminalisation of violent activism. Social, class and gender issues can also be discussed through the prism of peaceful activism.</p>