



Academic Year <u>Year; 10</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale	<p>Migrants in Britain, c800–present and Notting Hill, c1948–c1970 (Paper 1 Spring B and rest of Year 10)</p> <p>Thematic studies: The thematic studies require students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. They include people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history. Each thematic study begins with an introductory section called ‘The process of change’. This explains the focus and identifies the relevant concepts and factors that need to be understood and applied when teaching the content. This content is then divided into four further sections, which run sequentially from medieval to the present day. The four sections provide a framework for understanding the option, but should not be taken in isolation from each other – students should appreciate developments across the option as a whole.</p> <p>Assessment: Students will be assessed on their knowledge and understanding, with questions focusing on similarity and difference, and change and continuity. This may include turning points (significance), extent of, and causes or consequences of change.</p> <p>Historic environments: Each historic environment is linked to a thematic study and focuses on that site in its historical context. It examines the relationship between a place and historical events and developments. Much of the content is linked to the thematic study, but additionally some of the content focuses on the place itself.</p> <p>Assessment: The content is assessed through a question on features of the period and also through an historical enquiry. For the historical enquiry, students will need to develop the skills necessary to analyse, evaluate and use contemporary sources to make substantiated judgements, in the context of the historical events studied.</p> <p><u>Early Elizabethan England 1558 – 1588 (Paper 2 Autumn A-B Yr 10 and Spring A)</u></p> <p>British depth study. The depth study focuses on a substantial and coherent short time span and requires students to understand the complexity of a society or historical situation and the interplay of different aspects within it. These include social, economic, political, religious and military aspects. The content is divided into three key topics. These provide a framework for teaching and understanding the option, but should not be taken in isolation from each other. For each depth study, there is some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.</p>		



	<p>Assessment: Students will be assessed on their knowledge and understanding. Questions will target key features and causation, and may also target other second order concepts (change, continuity, consequence, similarity, difference, significance).</p> <p>This is building on the skills work completed in KS3 and prepares students for KS5.</p> <p><u>Superpower Relations 1941 – 1991 (Paper 2 – begin teaching in Summer term of Year 9, finish in Autumn A)</u></p> <p>Period Study. The period studies focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period. The content is divided into three key topics, which provide a framework for teaching and understanding the option. These run in chronological sequence, but should not be taken in isolation from each other – students should appreciate the narrative connections that run across the key topics.</p> <p>Assessment: Students will be assessed on their knowledge and understanding. Questions will target: consequence; significance (of specified events in relation to situations and unfolding developments); and analytical narrative (requiring students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded).</p> <p>This is building on the skills work completed in KS3 and prepares students for KS5.</p> <p><u>Weimar and Nazi Germany 1919 – 1939 (Paper 3, Autumn A – Spring A of Year 11)</u></p> <p>The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. These include social, economic, political, cultural and military aspects. The main content is divided into four key topics. These provide a framework for teaching and understanding the option, but should not be taken in isolation from each other.</p> <p>Assessment: Students will be assessed on all four Assessment Objectives. All questions may relate to any content specified in the four key topics. Questions focusing solely on knowledge and understanding will target causation. Other questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students should be aware that interpretations are based on evidence from their period of study.</p> <p>This is building on the skills work completed in KS3 and prepares students for KS5.</p>
Autumn A	<u>Finish Super Power Relations then onto Elizabeth</u>



	<p><u>Topic 1: Queen, Government and Religion 1558 - 1569</u></p> <p>1. The situation on Elizabeth's accession • Elizabethan England in 1558: society and government. • The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. • Challenges at home and from abroad: the French threat, financial weaknesses.</p> <p>2. The 'settlement' of religion • Religious divisions in England in 1558. • Elizabeth's religious settlement (1559): its features and impact. • The Church of England: its role in society.</p> <p>3. Challenge to the religious settlement • The nature and extent of the Puritan challenge. • The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.</p> <p>4. The problem of Mary, Queen of Scots • Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. • Relations between Elizabeth and Mary, 1568–69.</p>	<p>Change Continuity Consequence Similarity Difference Significance Knowledge and understanding</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark – key features 12 mark – causation 16 mark – 'How Far' Judgements</p> <p>Knowledge Tests</p>
Autumn B	<p><u>Topic 2: Challenges to Elizabeth at home and abroad 1569 – 1588</u></p> <p>1. Plots and revolts at home • The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. • The features and significance of the Ridolfi, Throckmorton and</p>	<p>Change Continuity Consequence Similarity Difference Significance</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark – key features 12 mark – causation 16 mark – 'How Far' Judgements</p>



	<p>Babington plots. Walsingham and the use of spies. ● The reasons for, and significance of, Mary Queen of Scots' execution in 1587.</p> <p>2. Relations with Spain ● Political and religious rivalry. ● Commercial rivalry. The New World, privateering and the significance of the activities of Drake.</p> <p>3. Outbreak of war with Spain, 1585–88 ● English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. ● Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.</p> <p>4. The Armada ● Spanish invasion plans. Reasons why Philip used the Spanish Armada. ● The reasons for, and consequences of, the English victory.</p>	Knowledge and understanding	Knowledge Tests
Spring A	<p>Topic 3: Elizabethan Society in the Age of Exploration 1558 – 1588</p> <p>1. Education and leisure ● Education in the home, schools and universities. ● Sport, pastimes and the theatre. 2 The problem of the poor ● The reasons for the increase in poverty and vagabondage during these years. ● The changing attitudes and policies towards the poor. 3 Exploration and voyages of discovery ● Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. ● The reasons for, and significance of, Drake's circumnavigation of the globe. 4 Raleigh and Virginia ● The significance of Raleigh and the attempted colonisation of Virginia. ● Reasons for the failure of Virginia.</p>	<p>Change</p> <p>Continuity</p> <p>Consequence</p> <p>Similarity</p> <p>Difference</p> <p>Significance</p> <p>Knowledge and understanding</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark – key features</p> <p>12 mark – causation</p> <p>16 mark – 'How Far' Judgements</p> <p>Knowledge Tests.</p>



	<u>As soon as Elizabeth is finished, begin teaching Migration</u>		
Spring B	<p><u>Topic 1: c800–c1500: Migration in Medieval England (3 weeks)</u></p> <ul style="list-style-type: none"> ● Reasons for migration and patterns of settlement, including Vikings, Normans, Jews and other European traders and craftsmen. ● The context of English society: landownership and the growth of towns; the role of the wool industry; opportunities for migrants; the role of the monarchy, including the need for royal finance; England as a part of Christendom. ● The experience of migrants in England: their relations with the authorities and the existing population, including the legal status of ‘alien’ and the impact of the Black Death. ● The impact of migrants in England, including the Danelaw, culture, trade and the built environment. ● The city of York under the Vikings. ● Summary of the influence of key factors on change and continuity in the years c800–c1500. <p><u>Topic 2: c1500–c1700: Migration in early modern England (3 weeks)</u></p> <ul style="list-style-type: none"> ● Change and continuity in reasons for migration and patterns of settlement, including migrants from Europe and Africa. 	<p>Turning points (significance) Extent of, and causes or consequences of change. Similarity and Difference. Knowledge and understanding.</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark – similarity and difference 12 mark – causation 16 mark – ‘How Far’</p> <p>All of which incorporate change and continuity.</p> <p>Knowledge tests.</p>



	<ul style="list-style-type: none"> ●The changing context of English society: changing social structures; economic growth, including the cloth industry and global trading companies; privateering and trade; the emergence of England as a predominantly Protestant nation. ●The experience of migrants in England: their relations with the authorities and the existing population. ●The impact of migrants in England, including culture, trade, industry and agriculture. ●Sandwich and Canterbury in the sixteenth century: the experiences of Flemish and Walloon migrants and their role in the local economy. ●The experience of Huguenots in seventeenth century England. ●How much changed in the context of England, the reasons drawing migrants to England and their experiences? ●How much impact did migrants have on England, c1500–c1700? ●Summary of the influence of key factors on change and continuity in the years c1500–c1700. 		
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<p>Summer A</p>	<p><u>Topic 3: c1700–c1900: Migration in eighteenth- and nineteenth-century Britain (3 weeks)</u></p> <ul style="list-style-type: none"> ● Change and continuity in reasons for migration and patterns of settlement, including migrants from Ireland, Europe and the Empire. ● The changing context of British society: changing social structures; the Industrial Revolution; urbanisation; Transatlantic Slavery; the growth of the British Empire; civil liberties. ● The experience of migrants in Britain: their relations with the authorities and the existing population. The role of the media. ● The impact of migrants in Britain, including culture, trade and industry, politics and the urban environment. ● Liverpool in the nineteenth century: its role in migration and the experiences of migrants, including Irish migrants. ● The experience of Jewish migrants in the East End of London in late nineteenth century. ● How much changed in the context of Britain, the reasons drawing migrants to Britain and their experiences? ● How much impact did migrants have on Britain, c1700–c1900? ● Summary of the influence of key factors on change and continuity in the years c1700–c1900. 	<p>Turning points (significance). Extent of, and causes or consequences of change. Similarity and Difference. Knowledge and understanding.</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark – similarity and difference 12 mark – causation 16 mark – ‘How Far’</p> <p>All of which incorporate change and continuity.</p> <p>Knowledge tests.</p>
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	<p><u>Topic 4: c1900–present: Migration in modern Britain (3 weeks)</u></p> <ul style="list-style-type: none"> ●The experience of migrants in Britain: their relations with the authorities and the existing population, including anti-immigration and equal rights movements. The Race Relations Act (1965). The role of the media. ●The impact of migrants in Britain, including culture, politics, the urban environment, public services and the economy. ●Bristol in the mid-twentieth century: the experiences of migrants and their impact on society. ●The experience of Asian migrants in Leicester from 1945. ●Summary of the influence of key factors on change and continuity in the years c1900–present day. ●How much changed in the context of Britain, the reasons drawing migrants to Britain and their experiences? ●How much impact did migrants have on Britain, c1900–present day? ●How much has changed in the reasons pulling migrants to Britain and in their experiences, c800–present? ●How much have migrants changed Britain in the period c800–present? 		
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Summer B	<p><u>The historic environment</u> <u>Notting Hill, c1948–c1970</u></p> <p>Introduction to historic environment</p> <ul style="list-style-type: none"> ●The local context of Notting Hill. The reasons for Caribbean migration to the area. The problems of housing: houses of multiple occupation (HMOs), overcrowding and slum landlords, e.g. Peter Rachman. Bruce Kenrick and the Notting Hill Housing Trust. The development of Portobello Road market. ●Types of source relevant to this option. ●The influence of Caribbean cultures on the area, in particular the development of shops, markets, cafes and restaurants, shebeens, nightclubs and entertainment which featured Caribbean food and music. The development of All Saints Road. Mutual self-help organisations, e.g. ‘pardner’ schemes. ●Source utility. ●Racism and policing. The Notting Hill Riots (1958). The murder of Kelso Cochrane and the reaction of the local community. The impact of anti-immigrant groups, including Oswald Mosley’s Union Movement and his 1959 election campaign. ●Following up a source. ●Black activism in the Notting Hill area. Claudia Jones and the West Indian Gazette. The 1959 Caribbean Carnival and the later development of the Notting Hill Carnival. Frank Crichlow and the Mangrove Restaurant. 	<p>Evaluate and use contemporary sources to make substantiated judgements</p> <p>Knowledge and understanding.</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark - key features 8 mark - source utility 2 x 4 mark – source follow up and questions</p> <p>Knowledge Tests.</p>
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	<p>The British Black Panthers. The 'Mangrove Nine'.</p> <ul style="list-style-type: none">●Source utility.●The national and regional context: Britain after the Second World War, reconstruction and demand for labour; the connection to the British Empire and Commonwealth. The 'Swinging Sixties'. Poverty in London. Policing in London.●Following up a source.●Review and assessment of Migrants in Britain, c800–present and Notting Hill, c1948–c1970.		
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