Newent Community School & Sixth Form Centre

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Big Idea	**The British Transatlantic trade in enslaved persons, 1568-1830** To learn that enslavement has always been a problem within human history. To develop **empathy** through a close study of the impact of British actions on West African societies. Links to A Level Paper 3 (Civil Rights in the USA).	**The Creation of the USA, 1756-1890** To know how the USA has developed as a nation, through revolution to westward expansion. The rapid and inevitable destruction of the Native American way of life is documented throughout, with a consideration of whether this would today be classified as a genocide. Links with the Holocaust in Year 9 Links to A Level Paper 3 (Civil Rights in the USA).	**Civil rights in the USA, 1863-present day** To help students to develop an analytical narrative that explores how racism can be used within a society to marginalise and weaken the power of certain citizens. This study will highlight the dangers of bigotry and misuse of power. Links to A Level Paper 3 (Civil Rights in the USA).	**The Industrial era, 1750-1900** To demonstrate to students that **change** can be very sudden or may develop slowly over several centuries. There may also be times of **continuity** within periods of change. Helps reinforce these key concepts. Lots of links to GCSE Medicine Through Time (Unit 3) within this topic.	**An age of revolutions, 1750-1900** To help students understand that the word revolution is not always a political change, but can also be associated with economic, social, religious, and technological changes too. Those revolutions can be rapid or happen slowly over several centuries, and that the pace of change, even within one country, can be subject to regional variations.	**The British Empire and its legacy, 1600-1970.** To know that Britain was one of the main European nations involved in developing global trading links, some of which were gained through intimidation and conquest. Reinforces British values, respect for others and their cultures. The issue of imperialism links with the causes of WW1, which is the first topic in Year 9.
Content What are they learning? (including keywords)	**What are they learning:** The strengths of African civilisations prior to European interference • Mali • Songhay (Songhai) • Benin • Kongo • Asante (Ashanti)	**What are they learning:** • The French Indian wars • The American Revolution • Native American beliefs • Survival on the Great Plains	**What are they learning:** • Emancipation in the USA • Segregation in the South & the "Jim Crow" laws • The KKK • Early campaigns and leadership	**What are they learning:** • The causes of the Industrial Revolution • The impact of the Industrial Revolution on living and working conditions	**What are they learning:** • The agricultural revolution • The growth of canals • Changes in science and technology • Changes in fashion	**What are they learning:** • The expansion of British trade • The British in India • The struggle for Indian independence • The British in Australia

	• Modern enslavement • The "Triangular "Trade" and plantation life • Resistance and punishments • Causes and consequences of abolition in 1833 **Key words** Trade triangle, Middle passage, auction, plantations, resistance, abolitionists, freedom, enslavement, slave holder, overseer, Negro spiritual, Underground Railroad, empathy, brutality	• US government policy and impact • Conflicts on the Plains • The destruction of a culture **Key words** Enlightenment, Age of Reason, absolutism, revolution, independence, "Liberty, Equality, Fraternity", suffrage, colonists, constitution, Bastille, Guillotine, New World	• The "Long Civil Rights Movement", 1865-1968 • The Black Power Movement **Key words** Emancipation Act, Civil Rights Act, Black Codes, Civil War, "Jim Crow" laws, Ku Klux Klan, sharecropping, leadership, integration, Atlanta Compromise, Separatism, bus boycott, freedom marches, Nation of Islam, "Black Power", segregation, militancy	• Public health • The East End • Housing • Employment • Migration • The Whitechapel Murderer • The Match girls' strike • The campaign against property-based suffrage in the UK • Peterloo • Chartism • The struggle for female suffrage • Social & economic "revolutions" – agriculture, transport, science, fashion and food **Key words** Public health, migration, back-to-back housing, rural-urban migration, universal suffrage, agriculture, enfranchised, Great Reform Act, Chartism	• New foods and tastes **Key words** Agriculture, four-field crop rotation, enclosure, inventions, transport, canals, railways, viaducts, electricity, technology, inventions, fashion, tea, chocolate, spices	• The "Scramble for Africa" and resistance to British rule • The legacy of the British Empire • HMS Beagle • SS Great Britain • The Cutty Sark • The Titanic – depth study • The MV Windrush **Key words** Colonies, trading stations, East India Company, Sepoys, mutiny, independence, Aboriginal, settlement, imperialism, empire, migration, scramble, conference, territory, discovery, research, exploration, theory of evolution, steamship, tea clipper, cruise liner, luxury, maiden voyage, "unsinkable", migration.
Skills How are they learning it?	Chronology, cause and effect, continuity and change, analytical narrative, empathy, significance, source utility (usefulness),	Chronology, cause and effect, continuity and change, empathy, significance, source utility (usefulness), consequences, source	Chronology, cause and effect, continuity and change, empathy, significance, source utility (usefulness), consequences, source	Chronology, cause and effect, continuity and change, analytical narrative, empathy, significance, source	Chronology, cause and effect, continuity and change, analytical narrative, empathy, significance, source	Chronology, cause and effect, continuity and change, analytical narrative, empathy, significance, source utility (usefulness),

	interpretations, consequences, source inferences, factors, judgment, analysis and evaluation. Completing structured tasks within class that build on each other to show change over time. Working towards the skills needed for a GCSE "Explain why…" question	inferences, factors, judgment, analysis and evaluation. Creating and interpreting timelines, taking notes, and using these to write short explanations and form diagrams	inferences, factors, judgment, analysis and evaluation. Drafting an essay and then responding to feedback advice to write a final version.	utility (usefulness), interpretations, consequences, source inferences, factors, judgment, analysis and evaluation. Structured tasks and activities that focus on the key issues of the time.	utility (usefulness), interpretations, consequences, source inferences, factors, judgment, analysis and evaluation. Through case studies that link to each key question, each addressing particular issues.	interpretations, consequences, source inferences, factors, judgment, analysis and evaluation. Lessons will focus on notetaking with the aim of answering a set question in either diagram or paragraph form.
Key Questions	What was Africa like before the Europeans arrived? Why did the Transatlantic trade in enslaved persons last for so long?	How did the USA expand and develop throughout the 19th century?	To what extent had Black Americans secured full civil rights by the end of the 20th Century?	What was East London like in the late 1800s? How successful were challenges to the franchise from 1800-1928?	To what extent was this an age of revolutions?	What was the legacy of the British Empire? How important were ships in expanding and maintain the British Empire?
Assessment (specific assessed piece(s); milestone(s))	**Skills check** – a source usefulness, explain why or an interpretations question **Summative assessment 1**– source questions	**Formative assessment 1**- The destruction of Plains Indian society **Model challenge** – construct a tipi or a totem pole	**Skills check** – a source usefulness, explain why or an interpretations question **Formative assessment 2**– categorisation task	**Skills check** – a source usefulness, explain why or an interpretations question **Summative assessment 2**- East London in the 1880s	**Formative assessment 3** – to what extent was this an "Age of Revolutions"?	**Skills checks** – a source usefulness, explain why or an interpretations question