



							HT6: What were the causes of the First World War?	EOY Assessment Point
							HT5: Power, Politics and Protest – Why did the working-class and women get the vote?	
							Overarching unit intent: <i>Why did people campaign against child labour?</i> <i>Case-study: Quarry Bank Mill (Joint cross-curricular trip with the English Faculty)</i> <i>Why did the working-class protest in the 19th century? (The electoral system / Chartists / Luddites / Tolpuddle Martyrs / Peterloo)</i> <i>Why did women get the vote?</i> <i>(Position of women in the 19th century / Suffragettes)</i>	
							Overarching unit intent: <i>What were the underlying factors that led to war? (Militarism, Alliances, Imperialism and Nationalism)</i> <i>What was the situation in Europe before the First World War? (The Moroccan crises & Bosnian Crisis - Long / Medium term)</i> <i>How significant was the assassination of Franz Ferdinand in causing a world war? (Trigger event / Schlieffen Plan and the role of Germany)</i>	
							HT4: What is our local regional connection to the Industrial Revolution?	
							Assessment Point: Summative or AFL	
							Overarching unit intent: <i>Why did people campaign against child labour?</i> <i>Case-study: Quarry Bank Mill (Joint cross-curricular trip with the English Faculty)</i> <i>Why did the working-class protest in the 19th century? (The electoral system / Chartists / Luddites / Tolpuddle Martyrs / Peterloo)</i> <i>Why did women get the vote?</i> <i>(Position of women in the 19th century / Suffragettes)</i>	
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							HT3: Migration and Empire (Thematic) – Was the British Empire a good or a bad thing?	
							Overarching unit intent: <i>Was the colonisation of North America by the British a success or failure?</i> <i>Why was India Britain's 'Jewel in the Crown'?</i> <i>Why did Britain want to colonise Africa and China?</i> <i>Why did Britain lose its Empire?</i> <i>Why did migrants come to Britain in the 20th Century?</i>	
							Overarching unit intent: <i>What is an Industrial Revolution? (Domestic System / Migration from urban to rural / Population increase/ Transport / Public Health / Politics)</i> <i>What caused the government to pass laws to improve public health? (The Big Stink / Cholera)</i> <i>What were the living and working conditions during the Industrial Revolution? (Child labour / Housing)</i>	
							HT3 and HT4 (with elements of HT1 and HT2)	
							HT1 & HT2	
							<u>Key disciplinary knowledge</u>	
							<u>Enquiry / Evidence</u> <i>Interpretation</i> <i>Causation</i> <i>Significance</i> <i>Continuity and change</i>	
							<u>Key Concepts</u> Types of Government Economic History Religious History Political History Social History British History	
							HT2: <i>How were civil rights won for the black peoples of the Americas?</i>	
							Overarching unit intent: <i>How did slavery and the slave trade end? (Parliament / The American Civil War)</i> <i>What was life like for black people after emancipation from slavery?</i> <i>What was the Civil Rights movement and why was it successful?</i> NB: This unit of study has direct cross-curricular connections with the English Literature study of <i>To Kill a Mockingbird</i>	
							Assessment Point: Summative or AFL	
							Overarching unit intent: <i>How did slavery and the slave trade end? (Parliament / The American Civil War)</i> <i>What was life like for black people after emancipation from slavery?</i> <i>What was the Civil Rights movement and why was it successful?</i> NB: This unit of study has direct cross-curricular connections with the English Literature study of <i>To Kill a Mockingbird</i>	
							HT1: What is Britain's connection to slavery and the slave trade?	
							Overarching unit intent: <i>What was the slave trade? (Triangular-Trade / Middle Passage / Auction)</i> <i>What was life like for a slave? (Plantation Life)</i> <i>What were the differing attitudes towards ending slavery and the slave trade?</i>	
							Overarching unit intent: <i>What was the slave trade? (Triangular-Trade / Middle Passage / Auction)</i> <i>What was life like for a slave? (Plantation Life)</i> <i>What were the differing attitudes towards ending slavery and the slave trade?</i>	
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							HT1 & HT2	
							<u>Key disciplinary knowledge</u>	
							<u>Enquiry / Evidence</u> <i>Interpretation</i> <i>Causation</i> <i>Significance</i> <i>Continuity and change</i>	
							<u>Key Concepts</u> Types of Government Economic History Religious History Political History Social History British History	
							HT1 & HT2	
							Re-visit Yr. 7 HT1 opening sequence – The Vikings (Migration link & consolidation of knowledge from pre-1066)	
							HT1 & HT2 Revisit and link the connections specifically to Industrial Revolution	
							HT3 & HT4 Revisit and provide an overview of how all units interlink	
							HT3 Revisit, but specifically link on how pursuit of Empire was a factor in causing a World War	
								NB: Chronological understanding runs through this scheme as a thread through all topics.



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