



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
America: People and 'The Boom'	<p>Mass production including Ford and the motor industry.</p> <p>Benefits of the Boom.</p> <p>Advertising.</p> <p>Hire purchase.</p> <p>The consumer society.</p> <p>Republican government policies and the stock market boom.</p> <p>Inequalities of wealth.</p>	<p>Boom</p> <p>Assembly Line</p> <p>Hire Purchase</p> <p>Consumer society</p> <p>Advertising</p> <p>Stock market</p> <p>Speculation</p> <p>Investor</p> <p>Dividend</p> <p>Shareholder</p> <p>Rugged Individualism</p> <p>Laissez Faire</p> <p>Tariffs</p>	<p>Impact of mass production on the economy and society.</p> <p>Interpret different elements of the cycle of prosperity and how they were linked.</p> <p>Develop an understanding of the Republican government's policies.</p> <p>Effects of the 'Boom' on different groups in American society, particularly those groups who did not benefit .</p>	<p>Year 9—the causes of WWI and WWII (causation)</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Assessment of the impact the boom had on the American people</p> <p>Extra research</p> <p>Exam Questions</p>
Social and Cultural Developments in America in the 1920s	<p>Entertainment, including cinema and jazz.</p> <p>The position of women in society, including flappers.</p>	<p>Jazz</p> <p>Flappers</p> <p>The Hays Code</p>	<p>Exploration of the social and cultural changes that took place during the 1920s, using the entertainment industry and position of women as case studies.</p> <p>Impact of the Boom on American women. Analysis of different views.</p>	<p>Year 8— interpretation of the Elizabethan Age being 'Golden'</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Assessment of the impact the cultural changes and the effect on American Women</p> <p>Extra research</p> <p>Exam Questions</p>
A Divided Society	<p>Organised crime, prohibition and their impact on society.</p>	<p>Prohibition</p> <p>Organised crime</p> <p>Speakeasies</p> <p>Bootleggers</p> <p>Moonshine</p> <p>Racketeering</p> <p>Gangsters</p>	<p>Explore how prohibition encouraged organised crime and the impact prohibition and organised crime had on American society.</p> <p>Explore how prohibition encouraged organised crime and the impact prohibition and organised crime had on American society.</p>	<p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Assessment of the impact the prohibition on American society</p> <p>Extra research</p> <p>Exam Questions</p>



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A Divided Society	<p>The causes of racial tension:</p> <p>Experience of immigrants.</p> <p>Impact of immigration.</p> <p>Significance of Sacco and Vanzetti case.</p> <p>The Ku Klux Klan.</p> <p>The Red Scare.</p>	<p>Immigration</p> <p>Ku Klux Klan</p> <p>Segregation</p> <p>Jim Crow Laws</p> <p>Communism</p> <p>Trade Unions</p> <p>Anarchists</p>	<p>Develop an understanding of how different groups in American society were treated.</p> <p>Explore the causes of racial tension and reasons for prejudice against immigrants and how these prejudices were expressed.</p>	<p>Year 8—Lessons from the Slave Trade and how Burnley was shaped by the Industrial Revolution</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Assessment of the different causes of racial tension and how this led to a ‘divided society’.</p> <p>Extra research</p> <p>Exam Questions</p>
Bust – Americans’ experiences of the Depression and the New Deal American society during the Depression	<p>The experiences of:</p> <p>Unemployment.</p> <p>Farmers.</p> <p>Businessmen</p> <p>Within the Great Depression</p>	<p>Wall St Crash</p> <p>Depression</p> <p>Overproduction</p> <p>Black Thursday</p> <p>The Dust Bowl</p> <p>Hooverilles</p> <p>Hobos</p> <p>Breadlines</p>	<p>Develop an understanding of how different groups were affected by the Depression and the Wall Street Crash.</p> <p>Interpretation and evaluation of life during the Depression. Analysis of different views.</p>	<p>Year 9—The social impact of WWII</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Assessment of the impact of the Wall St Crash</p> <p>Extra research</p> <p>Exam Questions</p>
American society during the Depression and Hoovers Presidency	<p>What Hoover did in response to The Great Depression</p>	<p>Hoover</p> <p>Rugged Individualism</p> <p>Laissez Faire</p> <p>Unemployment</p> <p>Bonus Army</p>	<p>The impact of Hoovers took measures on the American people.</p> <p>Use a range of sources and interpretations relating to Hoover to identify his successes and failures both before and during his presidency.</p> <p>Developments in music, cinema (for example, musicals), literature, comic books and sport during the 1930s.</p>	<p>Year 7 - the Consolidation of Power</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Assessment of Hoover’s actions regarding the Great Depression and the impact this had on the country.</p> <p>Assessment of Roosevelt’s Presidential leadership in the Great Depression</p> <p>Extra research</p> <p>Exam Questions</p>



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American society during the Depression	Roosevelt's election as president.	Election Republican Democrat	Development of an understanding of the strength of Roosevelt's campaign as well as the reasons for his victory. Comparison of Hoover and Roosevelt Evaluation of the reasons for Roosevelt's victory and Hoover's defeat. Analysis of different views.	Year 7— Understanding what life was like in Medieval England Further development and enhancement of historical skills: Explanation & Interpretation Evaluation & Analysis	Knowledge Organisers Assessment of the reasons Roosevelt won the election and what this meant for the American public. Extra research Exam Questions
The New Deal	The successes and limitations of the New Deal.	New Deal Fireside Chats The Hundred Days Relief Recovery Reform Emergency Banking Act Supreme Court Radical	Development of an understanding of Roosevelt's policies and their effectiveness and how life changed for the American people. Exploration of the successes and limitations of the New Deal. Interpretation and evaluation of the effectiveness of the New Deal Analysis of the impact of the New Deal on the American people. Analysis of different views	Year 9—considering the different ways WWII affected life in Britain Further development and enhancement of historical skills: Explanation & Interpretation Evaluation & Analysis	Knowledge Organisers Assessment of the effectiveness of the New Deal and how it affected the American people Extra research Exam Questions
Opposition to the New Deal	Why the New Deal received opposition from the Supreme Court and Republicans and Radical Politicians.	Economy Act Emergency Banking Act Beer Act Alphabet Agencies Popular Culture	Explain Opposition to the New Deal with a focus on: the Supreme Court and criticism by the Republican party, the Left Wing and business for over involvement in people's lives Evaluation of how successful the New Deal was.	Year 9 — Opposition to female suffrage Year 9 — opposition to Hitler Further development and enhancement of historical skills: Explanation & Interpretation Evaluation & Analysis	Knowledge Organisers Assessment of Roosevelt's Presidential leadership in the Great Depression Extra research Exam Questions



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Post war American Society	America in WWII Consumerism The American Dream McCarthyism Popular Culture: Rock and Roll and TV	Isolationism Lend Lease Consumerism The American Dream Fair Deal Containment Superpower McCarthyism	Explain the reasons for post war prosperity and what is meant by the 'American Dream'. Assess how prosperity changed the lives of the American people. Students study and interpret a range of sources on the subject of the American Dream.	Year 7—the impact of the Black Death Further development and enhancement of historical skills: Explanation & Interpretation Evaluation & Analysis	Knowledge Organisers Assessment of the reality of the American Dream Extra research Exam Questions
Racial tension and developments in the Civil Rights campaigns in 1950s and 1960s	Segregation Laws Martin Luther King Malcolm X and the Black Power Movement. Civil Rights Acts 1964 and 1968.	Segregation Boycott Civil Rights Jim Crow Laws	Create an overview of the Segregation Laws and how these affected African Americans. Explore the Civil Rights movements and the influence of key groups and individuals to create profiles. Produce a timeline of the key events and developments. Interpret different views of the movement. Prioritise reasons for the developments in the Civil Rights campaigns.	Year 9—The Holocaust—timeline of events and the roles played by key people Further development and enhancement of historical skills: Explanation & Interpretation Evaluation & Analysis	Knowledge Organisers Assessment of the significance of key people and groups in the Civil Rights movement Extra research about MLK, Malcolm X and the Civil Rights movement Exam Questions
America and the 'Great Society'	The social policies of Presidents Kennedy and Johnson The 1960s and 70s Feminist movements Equal rights (1972) and opposition to Equal Rights Amendment.	New Frontier Equal Rights	Identify the aims and key features of the 'Great Society'. Evaluation of the social policies its impact: did life get better for the poor? Interpret different evaluations of Kennedy's and Johnson's social welfare policies.	Year 7— The leadership of William I Further development and enhancement of historical skills: Explanation & Interpretation Evaluation & Analysis	Knowledge Organisers Assessment of the impact of the leadership of Kennedy and Johnson Extra research Exam Questions



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Elizabeth I and her court	Background and character of Elizabeth I. Court life, patronage and key ministers.	Inherit Treason Royal court patronage	Revise role of Court and government structure Identify the key people and explain their role in court	Year 7 and 8—structure of government Further development and enhancement of historical skills: Explanation & Interpretation Evaluation & Analysis	Knowledge Organisers Extra research Exam Questions
The difficulties of a female ruler	Relations with Parliament. The problem of marriage and the Succession.	Succession Heir Suitors Pope Exile Poverty	Compilation of information about Elizabeth’s suitors Identify main issues between Elizabeth and her parliaments Define each problem, and arrange in categories/priorities. (significance question) Use of sources: interpret and evaluate to reach a judgement about the problems Elizabeth faced	Year 8—Elizabeth I problems Year 10—the problems faced by American presidents Further development and enhancement of historical skills: Explanation & Interpretation Evaluation & Analysis	Knowledge Organisers Judgement of the scale of the problems Elizabeth I faced. Extra research Exam Questions
The strength of Elizabeth’s authority at the end of her reign, including Essex’s Rebellion in 1601.	Essex’s Rebellion in 1601 and the part that court politics and the theatre play in Essex’s downfall. How strong was Elizabeth’s leadership at the end of her reign.	Rebellion Plots Monopoly Execution Propaganda censorship	Compile a profile of Essex. ‘write an account’ style question relating to Essex’s rebellion. Assess how much blame does Essex deserve? Use of sources: interpret and evaluate to reach a judgement about the strength of Elizabeth’s power at the end of her reign. (significance question)	Year 10—the effectiveness of the New Deal Further development and enhancement of historical skills: Explanation & Interpretation Evaluation & Analysis	Knowledge Organisers Judgement of the blame of Essex’s rebellion Extra research Exam Questions



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Troubles abroad and at home: Religious matters	<p>The question of religion</p> <p>the Northern Rebellion</p> <p>Elizabeth's excommunication</p> <p>The missionaries</p> <p>Catholic plots and the threat to the Elizabethan settlement</p> <p>Elizabeth and her government's responses and policies towards religious matters.</p>	<p>Religious Settlement</p> <p>Protestant</p> <p>Catholic</p> <p>Puritan</p> <p>Seminary</p> <p>Missionaries</p> <p>Counter Reformation</p> <p>Papal Bull</p> <p>Ex-communicate</p> <p>Recusancy</p>	<p>Use of sources: interpret and evaluate to reach a judgement about the threats faced by Elizabeth regarding the reaction to her resolution of religious matters in England.</p> <p>'write an account' style question relating to the Northern/Ridolfi Rebellion, the Throckmorton and Babington plots.</p>	<p>Year 7 Understanding Medieval Religion</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assess the impact of the rebellions</p> <p>Assess the effectiveness of the way Elizabeth dealt with the religious issues she was faced in her reign.</p> <p>Extra research</p> <p>Exam Questions</p>
Mary Queen of Scots	<p>Elizabeth and Parliament's treatment of Mary.</p> <p>The challenge posed by Mary; plots; execution and its impact.</p>	<p>Execution</p> <p>Heir</p> <p>Martyr</p>	<p>Explain the threat Mary Queen of Scots posed to Elizabeth</p> <p>Use of sources: interpret and evaluate to reach a judgement about the events concerning Mary Queen of Scots</p> <p>'write an account' style question relating to Mary Queen of Scots.</p>	<p>Year 9—the treatment of Suffragettes</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assess the effectiveness of the way Elizabeth dealt with Mary Queen of Scots</p> <p>Extra research</p> <p>Exam Questions</p>
A 'Golden Age' ?	<p>Living standards and fashions.</p> <p>Growing prosperity and the rise of the gentry.</p> <p>The Elizabethan theatre and its achievements.</p> <p>Attitudes to the theatre.</p>	<p>Ruff</p> <p>Patron</p> <p>Gloriana</p> <p>The Great Chain of Being</p>	<p>Explain the positions roles etc. of the nobility/gentry</p> <p>Use of sources: interpret and evaluate to reach a judgement about whether the nobility/gentry had the most influence and power.</p> <p>Explore the key features of theatre, who opposed and why.</p>	<p>Year 10—the development of the Welfare state/ending of Laissez Faire</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assess the role of the gentry/nobility</p> <p>Further assess the importance of theatre in Elizabeth's reign</p> <p>Extra research</p> <p>Exam Questions</p>



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Life in Elizabethan times: The poor	<p>Reasons for the increase in poverty.</p> <p>Attitudes and responses to poverty.</p> <p>The reasons for government action and the seriousness of the problem.</p>	<p>Poverty</p> <p>Pauper</p> <p>Retinue</p> <p>Reformation</p> <p>Enclosure</p> <p>Rack renting</p> <p>inflation</p> <p>Vagabond/vagrants</p> <p>Deserving/undeserving poor</p> <p>Alms-houses</p> <p>Flogged</p> <p>Stocks</p> <p>Houses of Correction</p>	<p>Investigate the long-term causes of poverty and vagabondage.</p> <p>Identify reasons for traditional attitudes to poverty and reasons why those were changing in the Elizabethan period.</p> <p>Analyse sources relating to different types of vagabond.</p> <p>Research how Norwich, Ipswich and London dealt with the problem of the poor and use their research to illustrate changing attitudes of the Elizabethan period.</p> <p>Significance question.</p>	<p>Year 10— the development of the Welfare state</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assess the effectiveness of the way Elizabeth dealt with the problem of poverty.</p> <p>Extra research</p> <p>Exam Questions</p>
Life in Elizabethan times: English sailors	<p>Hawkins and Drake; circumnavigation 1577– 1580, voyages and trade.</p> <p>The role of Raleigh.</p>	<p>Circumnavigation</p> <p>Voyages</p> <p>Piracy</p> <p>Privateer</p> <p>Armada</p> <p>Lateen</p> <p>Astrolabe</p> <p>Colony</p>	<p>Compile profiles of Hawkins, Drake and Raleigh</p> <p>Development of the understanding of Drake’s circumnavigation. Why was Drake’s circumnavigation an achievement?</p> <p>Identify and explain nature of the difficulties and dangers faced on the voyages. Link to developments in seamanship.</p> <p>Analyse the significance of these discoveries and make a judgement of the impact of relations abroad and on Elizabethan society. (significance question)</p>	<p>Year 8—the exploration/discovery of the New world/slavery</p> <p>Further development and enhancement of historical skills:</p> <p>Explanation & Interpretation</p> <p>Evaluation & Analysis</p>	<p>Knowledge Organisers</p> <p>Further assess the importance of the voyages of discovery.</p> <p>Extra research</p> <p>Exam Questions</p>



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Historic environment Part three: Troubles at home and abroad Conflict with Spain	Reasons for, and the events of, conflict with Spain Naval warfare, including tactics and technology. The defeat of the Spanish Armada.	Iconoclasms Fire-ship Line of battle Propaganda Piracy	Exploration of the causes and events of the Spanish Armada. Reflect upon responsibility for the outcome by considering whether the English defeated the Spanish Armada or the Spanish failed. Historic Environment style questions.	Year 7—William gaining control of England 1066 Further development and enhancement of historical skills: Explanation & Interpretation Evaluation & Analysis	Knowledge Organisers Judgement of the defeat of the Spanish Armada Extra research Exam Questions
Revision	To self assess and manage personal revision for the examinations of the units studied.	See above Learning Plans	Assessment point: students complete exam style questions relating to the America and Elizabethan England units.	Revision techniques used/learnt from previous years Revisiting of exam questions Creation of revision tools	Extra research Exam Questions Knowledge Organisers Revision