



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Tudor overview	<p>Understand the complex nature of the Tudor relationship with religion</p> <p>Explain the impact this complex relationship was having on the people of England.</p>	<p>Heir</p> <p>Catholic</p> <p>Protestant</p> <p>Martin Luther</p> <p>Reformation</p>	<p>Gain an overview of the Tudor family through examining and interrogating a family tree.</p> <p>Explain the religious and social changes that took place between the different monarch reigns.</p> <p>Understand the reformation and consider its impact on England.</p>	<p>Year 7—consolidation of power unit. Complex nature of the way in which a monarch controls.</p>	<p>Dual coding task to clarify the complex family tree.</p> <p>Research on Lady Jane Grey</p> <p>Knowledge organisers</p>
The Catholic Church in England	<p>Understand why the Reformation took hold in England.</p> <p>Explain what changes were made to the English Church and how this was used by the monarchy</p>	<p>Vestments</p> <p>Stained Glass</p> <p>Papal</p> <p>Heretic</p>	<p>Explain the criticisms of the Catholic Church in England during the Tudor period.</p> <p>Analyse and evaluate to reach a conclusion as to which was the greatest criticism.</p>	<p>Year 7—Power of the Church in England. Reflect upon this and the changes that have been made.</p>	<p>Assess how far the power of the church is changing in England.</p> <p>Knowledge organisers</p>
Elizabeth England	<p>Explain the causes of the Spanish Armada</p> <p>Assess cause and consequence in order to reach a conclusion about the defeat and impact of the Armada.</p>	<p>Armada</p> <p>Mary Queen of Scots</p> <p>Galleon</p> <p>Fire ship</p> <p>Crescent moon</p>	<p>Assess the impact of religion on Elizabeth's reign. Consider Mary Queen of Scots and the Armada.</p> <p>Analyse causes and consequences of these events.</p> <p>Evaluate the reasons for the defeat of the Armada and the impact of this on England.</p>	<p>Link forward - year 9 skill of cause and consequence, skill used for the study of the First World War and the Rise of Hitler</p>	<p>Revision of the Tudor unit.</p> <p>Knowledge organisers</p>



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Elizabeth England	<p>Understand the impact the defeat of the Armada had on exploration.</p> <p>Explain the impact that exploration had on the availability of goods and power of England in the word.</p>	<p>Exploration</p> <p>Drake</p> <p>Circumnavigate</p> <p>Hawkins</p>	<p>Examine the newly discovered lands and the riches attained from them.</p> <p>Consider why exploration had a positive impact on the economy of England.</p> <p>Understand the varying impact this had on different sections of society.</p>	<p>Year 7 assessment on reasons William won at Hastings—cause and consequence.</p>	<p>Dual coding task to clarify the story of the Armada.</p> <p>Knowledge organisers</p> <p>Revision for Armada assessment</p>
Poverty in Elizabethan England	<p>Understand why the gap between the rich and the poor was increasing</p> <p>Explain what the Elizabethan government did to address the issue of class division.</p> <p>Assess the impact of Elizabethan measures.</p>	<p>Poor Law</p> <p>Deserving poor</p> <p>Undeserving poor</p> <p>Vagabond</p> <p>Vagrant</p> <p>Enclosure</p>	<p>Investigate the differing causes of Poverty in England.</p> <p>Consider appropriate responses to the worsening situation in England and compare to actual responses of the Elizabethan Government.</p> <p>Evaluate how successful Elizabethan measures were. When compared to the original situation, had they adequately provided solutions.</p>	<p>GCSE linked with depth study of poverty in Elizabethan England and 19th and 20th century England. Focus on Governmental responsibility for addressing issues.</p>	<p>Knowledge organisers</p> <p>Extension homework to compare action of Elizabeth Government to modern Government action around poverty.</p>
Was Elizabethan England a Golden Age?	<p>Understand why people dispute the claim of a Golden Age</p> <p>Explain the different interpretations of the ‘Golden Age’</p>	<p>Fireships</p> <p>Grappling hooks</p> <p>Theatre</p> <p>Exploration</p>	<p>Investigate and explore the aspects of the ‘Golden Age’</p> <p>Interpret evidence and events to reach a conclusion as to whether the Elizabethan age was a Golden Age.</p>	<p>GCSE depth study of the different elements of the Golden Age.</p> <p>Year 9—a brief look at the developments made in Weimar Germany for women.</p>	<p>Knowledge organisers</p> <p>Extra research on the ‘Golden Age’</p> <p>Extension homework to evaluate the era , Elizabeth’s leadership and the events within her reign.</p>



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From Elizabethan exploration to Slavery	Describe how the improved power of England led to the exploitation of others.	Trans-Atlantic Triangular Trade Middle Passage	Hypothesise how the increased power of England and better knowledge of the countries and continents of the world led England to become involved in the Slave Trade.	Cross curricular links regarding human rights. Ethos links regarding the nature of humanity and what it means to be Christian.	Research a slave story.
The Trans-Atlantic Slave trade	Describe the ways slaves were treated. Explain the reasons for the poor treatment of slaves. Evaluate evidence to reach a conclusion about the holistic treatment of slaves in America.	Auction Scramble Plantation	Examine a wide range of sources to investigate the treatment of slaves in auctions and on the plantations. Interpret the ways in which slaves were treated including the punishments they received. Evaluate why slaves were treated in this ways and consider if all slaves were treated in the same way and why this may differ.	Year 10— what people thought about Black people, the Jim Crow Laws and segregation within America.	Knowledge organisers Extra research on the treatment of slaves Further assessment/evaluation of the different ways slaves were treated.
The abolition of Slavery	Explain the reasons for people campaigning against the Slave Trade. Interpret the effectiveness of the campaign. Evaluate how successful the abolition was.	Campaign Petition Abolition	Create profiles on the key individual involved in the abolition campaign. Explain their role within it. Evaluate the methods used and how effective it was. Explain how and when the abolition was passed by Parliament. Evaluate the success of the abolition in the British Empire and within America.	Year 10—The Black Civil Rights campaigns—the struggle for Black equality in America.	Knowledge organisers Extra research on the abolitionists. Extension homework to the effectiveness of the campaign. Further assessment of the success of the abolition.



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Overview of change in Britain 1750-1900	<p>Understand how Britain changed from 1750-1900</p> <p>Summarise the main areas in which life changed the most and explain the impact this had for society at the time.</p>	<p>Culture</p> <p>Politics</p>	<p>Use sources and information retrieval to create an overview of the changes in Britain in different areas of life.</p> <p>Evaluate the reasons these changes took place.</p> <p>Evaluate which areas were the most influenced and which part of society had their lives changed the most.</p>	Year 10—Health and Medicine unit—the conditions in 19th century towns.	<p>Knowledge organisers</p> <p>Extra research about the changes that took place 1750-1900.</p> <p>Extension homework to evaluate the</p>
How Burnley was shaped by the Industrial Revolution	<p>Understand the growth of towns and how this linked with the slave trade.</p> <p>Utilise sources to investigate, interpret and evaluate the ways in which Burnley and its population was affected by the Industrial Revolution.</p>	Revolution	<p>Look at sources from the local area to investigate the changes that took place in Burnley due to the Industrial Revolution.</p> <p>Evaluate the ways in which Burnley changed, why and reach a conclusion about the impact these changes had on the local people.</p>	Year 10—Health and Medicine unit—the conditions in 19th century towns.	<p>Knowledge organisers</p> <p>Extra research on the local area.</p> <p>Extension homework to evaluate the impact of the Industrial Revolution in the local area.</p>
Living conditions in Industrial towns Dirt and disease	<p>Understand what 19th century living conditions were like.</p> <p>Evaluate the link between dirt and disease.</p> <p>Reach a conclusion as to why the government did not help.</p>	<p>Back to back</p> <p>Court</p> <p>Cholera</p> <p>Laissez Faire</p> <p>Snow</p> <p>Booth</p> <p>Rowntree</p>	<p>Use a variety of sources to interpret at the living conditions that people faced in the 19th century.</p> <p>Investigate the role played by Snow, Booth and Rowntree in highlighting the plight of the poor.</p> <p>Evaluate how the lives of the poor were affected by the conditions they lived in.</p>	<p>Year 10—Health and Medicine unit—the conditions in 19th century towns.</p> <p>Investigation of cholera</p>	<p>Knowledge organisers</p> <p>Extra research on the living conditions in the 19th century</p> <p>Extension homework to the impact of the living conditions on the poorer part of the population.</p>



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<p>Public Health</p>	<p>Understand the reasons the government did not help the British population with their public health.</p> <p>Create an overview of the actions and developments in science and politics that led to the eventual change on government attitude.</p> <p>Evaluate the evidence and reach a conclusion as to when the turning point was and why.</p>	<p>Laissez faire</p>	<p>Comparison of living conditions in the medieval times and the in the 19th century.</p> <p>Using information retrieval create a timeline of events that led to changes in government attitude and how this changed public health.</p> <p>Evaluation of evidence to reach conclusion about why the government acted when they did, the impact it had and how this led to our health system/welfare state of today.</p>	<p>Year 10—Health and Medicine unit—the conditions in 19th century towns and the Public Health Acts in the 19th and 20th centuries.</p> <p>The Welfare state and the NHS</p>	<p>Extension homework looking at the developments of public health and the role of government within this.</p>