

Scheme of Work

History

YEAR 8

	Challenges to the Catholic Church	The English Civil War	Changing ideas: 1660 to 1789	The Slave Trade	The British Empire	The Industrial Revolution
Key concepts	<p><b><u>ANALYTICAL NARRATIVE</u></b> *Construct a descriptive narrative of the past with some development, but with little evidence of organisation. They use factual information as support throughout their narrative, but this may be patchy in places and lack relevance. *Construct a descriptive narrative about the past and show hints of analysis within their work. There are hints of organisation.</p> <p><b><u>CHANGE &amp; CONTINUITY</u></b> *Describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. *They show a basic understanding that not all changes that take place are as important as each other. *Begin to use some of the language of change to talk simply about the pace or extent of changes with which they are familiar.</p> <p><b><u>CHRONOLOGY</u></b> *Use their understanding of chronological terms to</p>	<p><b><u>CAUSATION &amp; CONSEQUENCE</u></b> *Categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society. *Link categories of causes to form a simple causal picture and begin to explain why something happened in history. *Starting to use simple knowledge of the event or period to back up their causal statements. *Becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened.</p> <p><b><u>EVIDENCE</u></b> *Distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z. *Use sources to make simple inferences about the past and are beginning to</p>	<p><b><u>ANALYTICAL NARRATIVE</u></b> *Construct a descriptive narrative of the past with some development, but with little evidence of organisation. They use factual information as support throughout their narrative, but this may be patchy in places and lack relevance. *Construct a descriptive narrative about the past and show hints of analysis within their work. There are hints of organisation. The information that they use to support their narrative is sometimes accurate, but may lack relevance in places.</p> <p><b><u>CHANGE &amp; CONTINUITY</u></b> *Describe change using features of the period or periods that they are studying. *They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. They show a basic understanding that not all changes that take place are as important as each other. *Begin to use some of the language of change to talk simply about the pace or extent of changes with</p>	<p><b><u>EVIDENCE</u></b> *Use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. *Use a small group of sources together to make simple inferences and present this as evidence. *Beginning to frame their own historically valid questions, but with limited success. *Make supported inferences about the past by using a source and the detail contained within it. *Comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together. *They are able to formulate questions that are loosely based on a line of enquiry, but struggle to explain why this would be an important question to answer.</p> <p><b><u>INTERPRETATIONS</u></b> *Select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it. They have a basic understanding that different</p>	<p><b><u>CAUSATION &amp; CONSEQUENCE</u></b> *Link categories of causes to form a simple causal picture and begin to explain why something happened in history. *Starting to use simple knowledge of the event or period to back up their causal statements. *Becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened. *Link categories of causes to form a simple causal picture and begin to explain why something happened in history, though may be over-reliant on the agency of historical figures. *Starting to use simple knowledge of the event or period to back up their statements. *Understand that events have consequences as well as causes and can describe, in simple terms, one or more of the consequences of an event or development. *Beginning to be more selective when deploying historical knowledge, although this may be patchy.</p> <p><b><u>CHRONOLOGY</u></b></p>	<p><b><u>EVIDENCE</u></b> *Use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. *Use a small group of sources together to make simple inferences and present this as evidence. *Make supported inferences about the past by using a source and the detail contained within it. *Beginning to frame their own historically valid questions, but with limited success. *Introduction to the idea of utility and what might make a source useful to a historian for a specific enquiry. *Can support comments on utility and reliability by using content from sources that they are given, but this remains undeveloped. *Comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together.</p> <p><b><u>CHANGE &amp; CONTINUITY</u></b> *Recognise that a change may be important to one society or group of people but has little historical</p>

	<p>construct timelines over short and long periods of history.</p> <p><b><u>EVIDENCE</u></b>          *Distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z.          *Use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose.</p> <p><b><u>HISTORICAL VOCABULARY</u></b>          *Remember and use historical vocabulary in their work and are beginning to assimilate new words into their current understanding. They have a basic understanding that historical language is contextually relevant and may ask questions about whether a term is appropriate in a new period or country.</p> <p><b><u>INTERPRETATIONS</u></b>          *Select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it.          * They have a basic understanding that different</p>	<p>understand that historians gather evidence by interrogating information with a particular purpose.          *Use a small group of sources together to make simple inferences and present this as evidence.          *May still have confused notions of reliability surrounding different types of historical material and reference to provenance remains generalised (e.g. ‘primary sources are more reliable than secondary sources’).          *Make valid comments on reliability of sources in relation to a specific enquiry question.</p>	<p>which they are familiar.          *They can recognise that a change may be important to one society or group of people but has little historical significance in another context.          *Use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent).          *Understand that the historical significance of changes differs depending on the timescale used or the person looking at the change.</p> <p><b><u>CHRONOLOGY</u></b>          *Increasingly confident in placing a new period or topic within their own chronological reference and are beginning to make links between periods that they have studied.          *Timelines and other work show an appreciation of the different scales of time and how they fit together.</p> <p><b><u>EVIDENCE</u></b>          *Use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose.          *Make supported inferences about the past by using a source and the detail contained within it.</p>	<p>interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past but cannot explain purpose beyond this.          *Select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade). They will understand that this is linked to who made the interpretations, but will not be able to go beyond simple statements.          *Select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade). They will understand that this is linked to who made the interpretations, but will not be able to go beyond simple statements. Learners may regard interpretations as simply opinions and so be inclined to say that they are either all valid or that none of them hold historical purpose.          * Link the construction of different interpretations to the use of different sources.</p>	<p>*Increasingly confident in placing a new period or topic within their own chronological reference and are beginning to make links between periods that they have studied.          *Timelines and other work show an appreciation of the different scales of time and how they fit together.          *Beginning to make assumptions about periods because of knowledge that they already have (e.g. ‘was everyone a Catholic because this was before the Reformation?’).</p> <p><b><u>EVIDENCE</u></b>          *Use a small group of sources together to make simple inferences and present this as evidence.          *Make supported inferences about the past by using a source and the detail contained within it.</p> <p><b><u>INTERPRETATIONS</u></b>          *Select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade). They will understand that this is linked to who made the interpretations.          *Link the construction of different interpretations to the use of different sources.</p>	<p>significance in another context.          *Understand that the historical significance of changes differs depending on the timescale used or the person looking at the change.          *Use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent).          *Communicate their understanding of changes by identifying lines of development rather than just individual changes.</p>
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	<p>interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past. *Select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade).</p>					
<b>Themes</b>	<p><b>Week 1</b> Reasons why some people questioned Catholicism: sinful priests, greed, indulgences, parts not in the bible/Martin Luther &amp; 95 Theses/Short-term reaction to the reformation</p> <p><b>Week 2</b> Timeline from Peasants Revolt to 1603/Chart the major changes in religion with some links to developments in Europe/Review learning about medieval church</p> <p><b>Week 3</b> Henry's "Great Matter": Catherine of Aragon/The Break from Rome/Was Henry motivated by religious or political issues?</p> <p><b>Week 4</b> Short-term consequences of the Reformation in England/Dissolution of the Monasteries – the effect on the clergy/Wider changes in religious practice, e.g. shrines, pilgrims, design of churches</p> <p><b>Week 5</b> Brief overview of Mary's reign – persecution of</p>	<p><b>Week 1</b> Timeline of events 1604–1642 /Failed arrest of 5 MPs: Explanation of how relations between King and Parliament had got to this point/Introduce the idea of "absolutism"</p> <p><b>Week 2</b> Prynne and Puritan Pamphleteers – highlight differences between Puritans &amp; Laudianism/Focus on long-term and short-term causes of conflict</p> <p><b>Week 3</b> Causes of the Civil War/Combining two story lines: – the struggle between King and Parliament – Religious unrest The start of the war</p> <p><b>Week 4</b> The differences in what the two sides wanted from the war/Other differences in outlook including Puritan, Leveller, Digger influence in the parliamentarians/Who tended to side with the king and who with parliament. Families that</p>	<p><b>Week 1</b> Key features of the Commonwealth/The death of Cromwell, and the question of the succession/Events leading up to the Restoration</p> <p><b>Week 2</b> What can Pepys tell us about everyday life?/What can Pepys tell us about how people reacted to the Great Plague?/What can Pepys tell us about the Great Fire?/What can other sources tell us?</p> <p><b>Week 3</b> Enlightenment ideas, the Royal Society/Wren's designs/Why London does not look like Paris – resistance to the new vision for the city</p> <p><b>Week 4</b> Overview of who controlled the succession in this period /James II and William &amp; Mary/Anne and the Hanoverian succession/Why the Stuarts were rejected/Is divine right over?</p> <p><b>Week 5</b> Timeline of changes in the power of parliament from</p>	<p><b>Week 1</b> Look at the slave trade in Liverpool – how important it was to the city/Britain's 13 colonies in America/Build picture of Britain as a trading nation</p> <p><b>Week 2</b> What were African kingdoms like? [Addressing misconception of "primitive Africa"]/Compare modern interpretations to Victorian historians/How British traders obtained slaves</p> <p><b>Week 3</b> Trade triangle/Thomas Clarkson's research and essay/Horrors of the passage</p> <p><b>Week 4</b> Artefacts and paintings to understand aspects of life on a plantation/The legal status of slaves/Why it was so hard to escape slavery, and what happened to escaped slaves</p> <p><b>Week 5</b> Abolitionist demands and methods/Wilberforce, Thomas, Pitt and parliament/Heyrick and the sugar boycott/Abolition medallions</p>	<p><b>Week 1</b> Medieval origins: The Norman Conquest, Angevin Empire and Hundred Years' War/Tudor colonialism: Nova Albion and Virginia/Establishment of Thirteen Colonies</p> <p><b>Week 2</b> Conquests in the Caribbean and Canada * What Britain traded in the Atlantic/How the government protected trade: tariffs, growth of the Royal Navy/Smugglers, privateers and pirates.</p> <p><b>Week 3</b> Loss of the 13 colonies /Origins of the East India Company/Growth of trading outposts/Monopoly: success against Dutch and French</p> <p><b>Week 4</b> Decline of Mughal Empire/Military actions of East India Company, alliances with Indian rulers and expansion of company control</p> <p><b>Week 5</b> Benefits to Britain – useful imports, large export market, manpower and</p>	<p><b>Week 1</b> Agricultural Revolution: Selective breeding/Enclosure/Crop rotation/New machines/More efficient agriculture needed fewer people</p> <p><b>Week 2</b> Industrial Revolution: Canals and railways/Growth of factories and cities/The cotton industry/Mining/Fear of technology – machine breaking – link to Frankenstein novel</p> <p><b>Week 3</b> Children's living and working conditions in mills and mines/Chimney sweeps/Orphanages and workhouses/The Water Babies/Oliver Twist – changing attitudes towards children</p> <p><b>Week 4</b> Common diseases due to overcrowding and poor sanitation/Lack of access to medical care/Cholera – Broad Street pump / Dr Snow</p> <p><b>Week 5</b> Why the growth of cities led</p>

	<p>Protestants/Elizabethan religious settlement</p> <p><b>Week 6</b> Catholic reaction to the Reformation in Europe/The Armada/Catholic plots against Elizabeth</p> <p><b>Week 7</b> The aims of the Gunpowder Plot/Events of the plot/How the conspirators were caught and treated</p>	<p>were divided, and people who changed sides</p> <p><b>Week 5</b> Differences between the two armies and their soldiers/Using sources to identify key characteristics of the New Model Army/How effective was the New Model Army?/Its role in victory for Parliament</p> <p><b>Week 6</b> Execution of Charles I/Why some in Parliament were reluctant to kill the king/The role of Cromwell/Victorian &amp; modern interpretations of the Civil War</p>	<p>Elizabeth (linking back to previous 2 units)/ What parliament was like in the reigns of George I and George II – who were the MPs and who elected them? The power of parliament vs. power of the monarch/Who was Robert Walpole and what is a Prime Minister?/Comparison with rising absolutism in France</p> <p><b>Week 6</b> How much had ideas changed by 1789?/Science, government and architecture/Comparison with Tudor monarchy and society</p>	<p><b>Week 6</b> Slave rebellions and other types of resistance/St Domingue rebellion/Negro spirituals</p> <p><b>Week 7</b> Reasons for the abolition of the slave trade/Misconception that slavery ended in 1807 – its continuation in the British Empire until 1833, and longer elsewhere.</p>	<p>resources to make it a great power/Benefit for colonies – infrastructure, law and order, protection, some education/Drawbacks for Britain – including defence costs and increased involvement in global conflicts/ Drawbacks for colonies – low status of native people; economic exploitation and land confiscation; imposition of foreign language, religion and culture; army recruitment</p> <p><b>Week 6</b> The Indian Rebellion of 1857 leading to the Act for the better government of India, 1858/The Zulu War and the Boer War</p>	<p>to more and different crimes/The establishment of the police/Sherlock Holmes &amp; the birth of forensic science</p> <p><b>Week 6</b> What there was to see at the Great Exhibition/Amazing infrastructure projects, including the railways/Better education and more opportunities/New entertainments</p> <p><b>Week 7</b> Review learning and categorise change (pace and extent)/Consider different groups having different experiences in the Industrial Revolution</p>
<b>Challenge</b>	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group
<b>Support</b>	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group	Planned expectation; task; support; choice of activity; writing support; questioning; outcome; extension; group
<b>Literacy focus</b>	Reading & comprehension Comparing interpretations	Reading & comprehension Causation essay	Reading & comprehension Analytical narratives Change essay	Reading & comprehension Source analysis	Reading & comprehension Chronological terms Causation essay	Reading & comprehension Change essay
<b>Numeracy focus</b>	Chronology Timelines	Chronology Timelines	Chronology Timelines	Chronology Timelines	Chronology Timelines	Chronology Timelines
<b>Cross-curricular links</b>	RE – Catholicism & Protestantism	Citizenship – Monarchy & parliament; relationship of constituent countries of the UK; Irish Republicanism RE - Catholicism & Protestantism (Puritanism)	Citizenship – Types of government (e.g. republic, monarchy), Glorious Revolution, Bill of Rights, growth of parliamentary democracy DT – Architecture, e.g. Wren Science – history of	Citizenship – slavery & discrimination; campaigning and role of parliament in abolition; slave rebellions and resistance; modern slavery Geography – growth of slave trading ports, e.g. Bristol.	Citizenship – British Empire & Commonwealth Geography – development of colonies and independence RE – Mughal Empire and Indian religious diversity	Citizenship – development of workers' rights; crime & police; education Geography – economic development Science – improvements in farming and technology; disease, e.g. John Snow;

			medicine, the Enlightenment French – French Revolution	African kingdoms, development of the USA, West Indies		forensic science
<b>SMSC &amp; MBV</b>	<p><b>Cultural: Exploring, understanding and respecting diversity.</b> Pupils’ interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown in by their attitudes towards different religious, ethnic and social-economic groups in the local, national and global communities.</p> <p><b>Cultural: Understanding and appreciating personal influences.</b> Pupils’ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.</p> <p><b>Moral: Developing and expressing personal views or values.</b> Pupils’ interest and offering reasoned views about, moral and ethical issues.</p> <p><b>Social: Understanding how communities and societies function.</b> Pupils’ interest in and understanding of the way communities and societies function at a variety of levels.</p> <p><b>Spiritual: Experiencing fascination, awe and wonder.</b> Pupils’ sense of enjoyment and fascination in learning about themselves, others and the world around them,</p>	<p><b>Cultural: Exploring, understanding and respecting diversity.</b> Pupils’ interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown in by their attitudes towards different religious, ethnic and social-economic groups in the local, national and global communities.</p> <p><b>Cultural: Understanding and appreciating personal influences.</b> Pupils’ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.</p> <p><b>Moral: Developing and expressing personal views or values.</b> Pupils’ interest and offering reasoned views about, moral and ethical issues.</p> <p><b>Moral: Recognising right and wrong and applying it.</b> Pupils’ ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.</p> <p><b>Social: Understanding how communities and societies function.</b> Pupils’ interest in and understanding of the way communities and societies function at a variety of</p>	<p><b>Cultural: Exploring, understanding and respecting diversity.</b> Pupils’ interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown in by their attitudes towards different religious, ethnic and social-economic groups in the local, national and global communities.</p> <p><b>Cultural: Understanding and appreciating personal influences.</b> Pupils’ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.</p> <p><b>Moral: Developing and expressing personal views or values.</b> Pupils’ interest and offering reasoned views about, moral and ethical issues.</p> <p><b>Moral: Recognising right and wrong and applying 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	<p>including the intangible.  <b>Spiritual: Exploring the values and beliefs of others.</b>  Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.  <b>Spiritual: Understanding</b>  <b>Spiritual: Using imagination and creativity in learning.</b>  Pupils' use of imagination and creativity in their learning.  <b>Democracy: Combatting discrimination</b>  Demonstrate an understanding of the importance of identifying and combatting discrimination.</p>	<p>levels.  <b>Spiritual: Experiencing fascination, awe and wonder.</b>  Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.  <b>Spiritual: Exploring the values and beliefs of others.</b>  Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.  <b>Civil and criminal law: Right and wrong.</b>  Enable students to distinguish right from wrong and to respect the civil and criminal law of England  <b>Civil and criminal law: Safety of the individual.</b>  Demonstrate an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.  <b>Civil and criminal law: Executive and judiciary</b>  Demonstrate an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.  <b>Public institutions and Democracy: Democratic</b></p>	<p>levels.  <b>Spiritual: Experiencing fascination, awe and wonder.</b>  Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.  <b>Spiritual: Exploring the values and beliefs of others.</b>  Pupils' 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		<p><b>process</b> Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England and demonstrate an understanding of how citizens can influence decision-making through the democratic process.</p> <p><b>Democracy: Combatting discrimination</b> Demonstrate an understanding of the importance of identifying and combatting discrimination.</p>	<p>Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England and demonstrate an understanding of how citizens can influence decision-making through the democratic process.</p> <p><b>Democracy: Freedom of choice</b> Demonstrate an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p> <p><b>Democracy: Combatting discrimination</b> Demonstrate an understanding of the importance of identifying and combatting discrimination.</p>			
<b>ASSESSMENTS</b>	<p>Change: <i>Explain one way in which religion was different in 1553 from 1500</i></p> <p>Interpretations: <i>Study the two interpretations provided; what is the main similarities between these views?</i></p>	<p>Causation: <i>'Charles's religious blunders were the main reason for the outbreak of the English Civil War.' To what extent do you agree with this statement?</i></p> <p>Evidence: <i>How useful is the source provided for an enquiry into the personality of Charles I?</i></p>	<p>Analytical narrative: <i>Write an analytical narrative of the events 1658-60 leading to the restoration of Charles II</i></p> <p>Change: <i>'The most important change to take place in Britain between 1660 and 1789 was that parliament had more control over choosing the monarch.'</i></p> <p><i>Do you agree?</i></p>	<p>Evidence: <i>Do the three sources provided give a similar impression of conditions on the Middle Passage?</i></p> <p>Interpretations: <i>How does the source provided portray the abolition of the slave trade and why does it portray them in this way?</i></p>	<p>Chronology: <i>Use the correct chronological term to accurately describe when a selection of events occurred; e.g. early, mid, late etc.</i></p> <p>Causation: <i>Explain why some Indians rose up against British rule in 1857-58</i></p>	<p>Evidence: <i>How would you follow up the source provided to find out more about mills and factories in the 1840s?</i></p> <p>Change: <i>.The railways were the main reason why people's lives changed during the Industrial Revolution.'</i></p> <p><i>How far do you agree?</i></p>
<b>Out of school learning</b>	N/A	N/A	N/A	N/A	N/A	N/A

**LINK TO RESOURCES:**