

<b>Overview of the year:</b> This year we study the 18 <sup>th</sup> and 19 <sup>th</sup> century. We look at the main social, economic and political changes that took place in Britain and the world during this time period. By the end of the year, students should have knowledge of what life was like in Britain during these periods and Britain's place in the wider world. Students should also have knowledge of Britain's impact internationally through topics such as the British Empire and the Slave Trade. Students will learn how these historical moments have shaped the modern world today.			<b>Ways to consolidate and extend your learning in History:</b> Reading historical literature is a great way to understand what life was like in the past. Terry Deary's Horrible Histories series on the topics that we are studying is a good starting point. Borrow books about History from your local library and read a newspaper. A wider reading list is available on the school website. Visit museums and historical sites in the local area. Particularly useful places to visit are; The Museum of London; The British Museum; and the V&A museum. Further ideas for trips with your household are also available on the school website.	
Half Term	Unit title	Knowledge	Skills	Assessment (all topics will have an assessment under controlled conditions)
1	The Industrial Revolution - Was Britain the most developed country?	The start of the Industrial Revolution Great Inventions Life for the Poor Epidemics	Analysing sources using fact checking Change and continuity	Fact checking - Life in the Industrial Revolution Writing an account of change and continuity over time.
2	Protests in the Industrial Revolution - Was Britain Democratic?	The Luddites The Peterloo Massacre The Great Reform Act The Chartists The Match Girls	Evaluating provenance of sources Change and continuity	Evaluation of provenance - Bias in the Industrial Revolution Writing an account of change and continuity over time - Workers Rights
3	The British Empire - Was the British Empire good for the world?	The start of the British Empire The treatment of the people of the Empire Interpretations of the British Empire	Evaluating provenance of sources Argumentative writing	Evaluation of provenance - Bias in the Empire Argumentative Writing - "The British Empire did more harm than good, How far do you agree?".
4	The West African Slave Trade - What were the experiences of enslaved Africans?	West Africa before the Trans-Atlantic Slave Trade The capture, transportation and sale of West African slaves Life of slave plantations The abolition of slavery in the British Empire	Analysing sources using fact checking and provenance Argumentative writing	Usefulness of sources - The slave experience Argumentative Writing - "Slavery ended due to the actions of the slaves themselves" – How far do you agree?
5	Indian Decolonisation - How did the British Empire fall apart?	The Indian Mutiny The impact of World War One The role of Gandhi and Jinnah The impact of World War Two Partition of British India	Analysing sources using fact checking and provenance Argumentative writing	Argumentative Writing - "The following two reasons were equally important for abandoning India - The actions of Gandhi and World War Two".- How far do you agree? Usefulness of sources - Windrush
6	Migration Stories - What were the experiences of migrants to Britain?	Windrush Asian migration Ugandan and Kenyan Asian migration Treatment of migrant groups over time	Change and continuity Analysing sources using fact checking and provenance Argumentative writing	Assessment End of Year Exam Usefulness focus Argumentative Writing