



The Sutton Academy

Knowledge Rich Curriculum Plan

Humanities – History

Year 8



EQ1: <i>Why did the Monarchy lose power by the end of the 17th century?</i> <i>Disciplinary concept: Cause and consequence.</i>			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
1. What caused the English Civil War?	<ul style="list-style-type: none"> Monarchy- A country ruled by or in the name of a monarch, such as a king or queen. Divine right of kings- A medieval idea that Kings were chosen by god and answered to no one but God – they were in total control. The Stuarts believed in the divine right of kings, this led to conflict with Parliament. Parliament were sent away for 11 years as they sent Charles a list of complaints. Charles taxed the people of England, which led to support for Parliament over the monarchy. 	<p>Tier 2: Monarchy</p> <p>Tier 3: Divine right of kings</p>	<ul style="list-style-type: none"> The concept of Monarchy from Y7 – Magna Carta and King John knowledge to link that if a king abuses power, it can lead to conflict.
2. Events of the English Civil War: How did the King become a prisoner?	<ul style="list-style-type: none"> New Model Army- Parliamentarian army formed in 1645, led by Oliver Cromwell. Parliament improved their army under Cromwell which became known as the ‘New Model Army’. The Scottish Royalists on behalf of Charles versus Cromwell’s forces took place in between St Helens and Warrington. King Charles’ trial lasted 7 days; he was found guilty of treason and executed. 	<p>Tier 3: Cavaliers Roundheads</p>	<ul style="list-style-type: none"> Students need to recall reasons why Charles and Parliament fell out with each other and why the people would have joined Parliaments side due to heavy taxation.
3. How did the English Civil War affect the lives of women?	<ul style="list-style-type: none"> Confiscated- Something that has been taken away from you. Women were expected to encourage their sons and husbands to fight in the war. Women played a key role, such a Henrietta Maria and Brilliana Harvey who both contributed to the Royalist and Parliamentary forces. Some women were made to lose their land for who their family fought for, they had to plead for it back. 	<p>Tier 2: Confiscated Siege</p>	<ul style="list-style-type: none"> Students need to recall stereotypes from Y7 – Medieval Monarchs and Tudor England for how women were perceived.
4. What happened during the <i>Interregnum</i> and why did it last only 11 years?	<ul style="list-style-type: none"> Interregnum- Time period when England had no monarch (1649-1660) Republic- A country without a king or queen. Cromwell refused the title of King, he wanted to be known as the Lord Protector, but acted like one and even sent Parliament home himself, similar to Charles! The period of the Interregnum was tough for some people in England as popular entertainments were banned. 	<p>Tier 3: Interregnum Republic</p>	<ul style="list-style-type: none"> Students should recall the Divine right of Kings and other knowledge on how Charles I ruled England and why he was deemed a ‘tyrant’ so they can see comparisons with Cromwell’s Interregnum. A recall of knowledge on Christianity and different sects from Tudor England too – Catholic/ Protestant.
5. How significant was the ‘Glorious revolution’?	<ul style="list-style-type: none"> Revolution- A sudden change in government. The Glorious Revolution came about as Parliament were fearful of James II returning England to Catholicism forever, after having a son. Parliament encouraged James II daughter, Mary and her husband William to invade England and take over as they were protestants. 	<p>Tier 3: Revolution Constitution</p>	<ul style="list-style-type: none"> The idea of change/ revolt/ reform from Y7 needs to be discussed so they can link this to the concept of Revolution – Peasants revolt – What did that achieve? Magna Carta – What did that achieve? The idea of political change.

	<ul style="list-style-type: none"> Mary and William agreed to the 'Bill of Rights' which effectively reduced their power and prevented Catholics from monarchy to this present day. 		
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	EQ 2: <i>What was life like in West African Kingdoms pre-colonisation?</i> <i>Disciplinary concept: Evidence</i>		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
1. What were the main achievements of West Africa prior to colonisation?	<ul style="list-style-type: none"> The Kingdoms of West Africa flourished in the centuries prior to the onset of European colonisation. For example: exquisite works of art-illustrated manuscripts, sculptures and statuary. West African Kingdoms heavily engaged in international trade and similar to many European nations. The origins of much modern music (e.g blues music) lie in the instruments developed in West Africa long before the slave trade to the New World began. The study of West Africa is complicated due to the nature of the source material available. African kingdoms did not keep written records therefore their history must be studied through a variety of alternative sources. 	<p>Tier 3: Colonisation- The process of establishing control over the indigenous people of an area.</p> <p>Tier 2: Artefacts- An object that has been made by humans, which is of cultural and historical interest.</p>	<ul style="list-style-type: none"> Students should know what a kingdom is from their Y7 studies on the Mali kingdom and its ruler Mansa Musa. Students will need to know where Africa is on the world map. Students learnt about where Africa is and how it was divided into separate kingdoms in Y7 when studying Mansa Musa and the Mali Empire. Students will need to know what a historical source is and how valuable source material is when studying the past, especially for historians.
2. What were the cultural achievements of the Benin Kingdom?	<ul style="list-style-type: none"> A prince from Ifè, called Oranmiyan, arrived and became the first oba (ruler) of the Kingdom of Benin. The oba was the most powerful person in Benin City. He led a council of chiefs, who carried out his orders. The people of Benin worshipped many gods and believed the oba was a descendant of Osanobua, the god who created the world. The people of the kingdom of Benin believed in two worlds: the human world and the invisible world of the gods. Women were only allowed to join the weavers' guild, spinning yarn or making cloth. They were forbidden to touch the metal or tools used by the brass casters. They most likely spent much of their time looking after their children, husbands and homes. 	<p>Tier 3: Benin Bronzes- A group of more than a thousand metal plaques and sculptures that decorated the royal palace of the Kingdom of Benin.</p> <p>Oba- Ruler of the Benin Kingdom.</p>	<ul style="list-style-type: none"> Students will need to know who the Oba is and the power the he holds. Students will need to know what an artefact is and understand how useful they are for historians, especially given the lack of written sources. Students will need to know what the term 'culture' means and how importance it is for small communities.

<p>3. What were the cultural achievements of the Songhay Kingdom?</p>	<ul style="list-style-type: none"> The Songhay people grew very rich by trading gold, kola nuts, enslaved people, leather and dates. Arab traders and scholars (highly educated people) travelled from the Middle East, all the way across the Sahara Desert, to trade with the Songhay people. Hundreds of Qur'anic schools (schools where the Quran, the holiest book in Islam, is studied). Sankore University also grew to 25,000 students, which is impressive when you think the city had only 100,000 inhabitants. The dias (rulers) of the Kingdom of Songhay needed money to maintain their wealthy lifestyles and finance the battles that expanded the kingdom. People who worked on the land paid taxes to the government. The Kingdom of Songhay controlled trade routes by taxing caravans entering their land. 	<p>Tier 3: Caravans- A group of people, especially traders or pilgrims, travelling together across a desert.</p> <p>Tier 2: Scholars- Highly educated people</p>	<ul style="list-style-type: none"> Students will need to understand the importance of trading between countries, this benefits their wealth and connection with nations abroad.. Students will need to understand what the term 'hierarchy' is and what that means in society. This will have been touched upon during the study of the English Civil War and the power that the monarchy held.
<p>4. What were the cultural achievements of the Asante Kingdom?</p>	<ul style="list-style-type: none"> In 1471, Portuguese explorers reached what they came to call the Gold Coast of West Africa. The Portuguese quickly realised the Akan people had a lot of gold and were willing to trade. By the 1750s, the Kingdom of Asante controlled the Akan gold mines, the largest gold-mining area in West Africa. The gold was used as a currency, traded, and displayed to demonstrate wealth and power. Gold was a sign of wealth and status. Gold was used not only as currency within the Kingdom of Asante. It was traded for many different things, including cloth, salt and alcohol. The Kingdom of Asante was a matriarchal society. The Asantehema of the Kingdom of Asante was an older female from the royal family who advised the Asantehene (ruler). 	<p>Tier 3: Matriarchal society- A social system in which positions of dominance are held by women.</p> <p>Akan- The native people of the Asante Kingdom.</p>	<ul style="list-style-type: none"> Students will be aware from their studies in Y7 that men held most of the power throughout history- this is known as a Patriarchal society. Students should know how vital trade was for West African kingdoms. Especially trading valuable materials such as gold. Students have studied how important trade is during their Y7 learning on the Silk Roads.

<p>EQ 3: How significant was Britain's role in the Transatlantic Slave Trade? <i>Disciplinary concept: Significance</i></p>			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
<p>1. What was the Transatlantic Slave Trade?</p>	<ul style="list-style-type: none"> Enslaved- Someone who has lost their freedom. Transatlantic slave trade- The trading of African men, women and children in the Americas. Students will learn that Africans were present in Britain for centuries before the slave trade even began. Students will learn that the beliefs of the Africans in Britain were based upon completely false and untrue information; originating from the book, 'The Travels of Sir John Mandeville'. Britain's involvement in trading slaves began after the English Civil War (1642-1649) Trading of slaves prior to this time period was much less common in Britain. 	<p>Tier 2: Enslaved Tier 3: Transatlantic Slave Trade</p>	<ul style="list-style-type: none"> Students will need to know the main achievements of African Kingdoms, they had well established trade links, defence and a unique culture very different to that of the British. Students will need to know what the British monarchy was like and their hierarchical structure. Students will need to understand the discrimination and racism that Africans faced throughout the 17th century.

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	<ul style="list-style-type: none"> Students will learn that the Transatlantic Slave Trade was the transportation of enslaved Africans to the Americas, they were then sold and used to produce materials such as coffee, sugar, tobacco and cotton. 		
2. What was life like for enslaved Africans on the Middle Passage?	<ul style="list-style-type: none"> Middle passage- Enslaved Africans were forcibly transported to the Americas as part of the triangular slave trade. Plantations- An estate on which crops such as coffee, sugar, and tobacco are grown. Students will learn that the Middle Passage is the set route that transported enslaved Africans to their final destination in the Americas. Students will learn that the enslaved Africans suffered terrible conditions on their journey to the New World; there was a terrible stench, overcrowded conditions and diseases. Students will learn that the enslaved Africans worked on plantations. Students will learn that Africans were auctioned off when they arrived in the Americas, they were sold to the person who paid the most. 	Tier 3: Middle Passage Plantations	<ul style="list-style-type: none"> Students will know what the Transatlantic Slave Trade was. Students will know that the enslaved Africans were used to produce goods that were transported back to the European trading nations. Students will know what the terms 'enslaved' and 'colonised' mean.
3. How did enslaved Africans rebel against their captivity?	<ul style="list-style-type: none"> Rebellions- Resisting authority or control. Being imprisoned or confined. Students will learn that enslaved Africans began rebellions upon the slave ships- on their journey to the New World. Students will learn that there were communities of runaway slaves, who have escaped their captivity. One in particular being the Maroons. Students will learn about a significant revolt from Toussaint Louverture who was granted freedom from his master, he began to inspire other enslaved Africans to rebel and run away from the plantations. 	Tier 2: Rebellions Captivity	<ul style="list-style-type: none"> Students will have the knowledge that enslaved Africans were poorly treated by their plantation managers and also upon the slave ships. Students will know the ways in which Slave Owners and trading countries benefitted from trading enslaved Africans. Students should know what a rebellion is from their studies in year 7, a prime example of this is the Harming of the North.
4. What impact did the Transatlantic Slave Trade have upon the city of Liverpool? (Local History)	<ul style="list-style-type: none"> Merchant- A person or company that sells goods or services around the world. Students will learn about Liverpool's superior position as a leading trading port. Students will learn why Liverpool benefitted from the slave trade (location, mayors supported the trading and also traders in Liverpool were very knowledgeable) Students will study the range of physical links that Liverpool has to the slave trade, exploring buildings and streets that are connected to Liverpool's role in the slave trade. 	Tier 2: Merchant	<ul style="list-style-type: none"> Students will already know that Liverpool was a major trading port in England during the Slave Trade. Students will be aware who Slave traders were and what their job was. Students will have the knowledge that slaves were carried by huge ships to complete their journey to the Americas. These ships would need to be looked after and maintained- in Liverpool.

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5. What impact did the sugar trade have upon the island of Barbados?	<ul style="list-style-type: none"> Migration- The movement of people from one country to either: settle in another country, or to move to another location in their home country. Students will learn that the island of Barbados, in the Caribbean, was a location that traded enslaved Africans. Students will learn that the sugar trade dramatically changed the island of Barbados, increasing its wealth and population. Students will also learn that men from Europe, travelled to the Americas and settled there, in the hope of creating a better life for themselves. These men bought a plot of land and created plantations. 	Tier 2: Migration	<ul style="list-style-type: none"> Students will have the prior knowledge that enslaved Africans were transported to the Americas, the island of Barbados being one location. Students will know what a plantation is and who worked on them. Students will know that the journey from Europe to the Americas was very long and the conditions were terrible. Many men would catch illnesses and die on the journey.
6. What key events occurred which led to the Abolition of the Slave Trade Act in 1807?	<ul style="list-style-type: none"> Abolition- When a system, practise or institution becomes illegal. Liberty- Freedom. Students will learn that many people in Britain believed that slavery should have been abolished- petitions and posters were created. Students will learn that William Wilberforce was an influential MP who campaigned for the end of slavery. Students will learn that slavery was abolished in England in 1807. 	Tier 3: Abolition Liberty	<ul style="list-style-type: none"> Students will have the knowledge that many wealthy men in Europe were slave traders, even some MPs in Britain. Students will know how important Parliament are in passing new laws, from their study of the English Civil War. Students will have the prior knowledge that some enslaved Africans began rebellions against their slave owners and escaped their captivity.

EQ 4: How much did Britain transform during the Industrial Revolution? <i>Disciplinary concept: Change and continuity</i>			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
1. How did people's working lives change in Britain from 1750-1900	<ul style="list-style-type: none"> Domestic- Relating to a household or a family life. Spinning Jenny- The machine which revolutionised cotton manufacturing. The domestic system changed to become a factory system- rather than products being made by hand in people's homes, they were now made in factories. New machines were created that made making products much more efficient, for example the spinning frame was created in 1769, these machines were placed in factories. The new machines created were much more powerful and efficient than had ever been created before, factory owners became very wealthy. 	Tier 2: Domestic Tier 3: Spinning Jenny	<ul style="list-style-type: none"> Students will already know that a countries trade is vital for their economic stability. Students will know that the living conditions in Britain were very poor and they had limited knowledge on medicine from their studies of Anglo-Saxon England. Students will already know that the population of cities is much larger than in the countryside, because of this there are greater job opportunities.

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2. Why did the Industrial revolution impact Manchester and St. Helens (Local history)	<ul style="list-style-type: none"> • Migration- The movement of people from one country to either: settle in another country, or to move to another location in their home country. • Township- A new area for people to live in. • The city of Manchester grew dramatically throughout the Industrial Revolution. Beginning of the 1700s the population stood at 10,000, compared to 400,000 by 1851. • Factories provided evidence for Manchester’s economic growth- providing many employment opportunities. • Manchester was hit badly by the cholera epidemic of 1831–32. Many homes remained without clean piped water and flushing toilets until the end of the century. • The geographical location of St.Helens allowed the town to grow and prosper; financially and population. (E.g- situated close to Liverpool, Manchester and nearby towns) • In the 19th century St Helens was dominated by the coal and glass industries. Other industries were chemicals, brewing and brick making. 	<p>Tier 2: Migration Township</p>	<ul style="list-style-type: none"> • Students will know that the population in cities grew dramatically. • Students will already know that the living conditions during the 18th century were poor, there was little medical knowledge also. Even though this did improve throughout the 1800s people still lacked the knowledge of bacteria and cleaning. • Students will know that factories were very efficient building that produced goods at a very efficient rate.
3. To what extent was child labour exploited?	<ul style="list-style-type: none"> • Exploited- Using someone for their hard work, for your own materialistic gain. • Scavengers- Workers who would have to clean underneath the factory machines. This would involve very dangerous conditions. • Research has shown that the average age at which children started work in early 19th-century Britain was 10 years old. • Children faced very dangerous tasks during work. For example, a few started as scavengers, crawling beneath the machinery to clear it of dirt, dust or anything else that might disturb the mechanism. • There was a campaign against child labour which ended in two important pieces of legislation (law) – the Factory Act (1833) and the Mines Act (1842). 	<p>Tier 2: Exploited Tier 3: Scavengers</p>	<ul style="list-style-type: none"> • The government has a large say in how the country is governed, therefore the laws passed would have a huge impact upon the treatment of children at work. • The factory system replaced the domestic system- creating a higher demand for workers. • Families were desperate for work and money, therefore they had no choice but to put their young children into work.
4. Why was ‘black gold’ so significant in helping to develop Britain’s industry and economy?	<ul style="list-style-type: none"> • Economy- The way people spend money and make money. • Black Gold- The name given to the raw material, coal. • The Industrial Revolution created a huge demand for coal, to power new machines such as the steam-engine. • As the demand for coal increased, miners were forced to go deeper underground to find new coal. • Coal mining was a very dangerous job. The tunnels, which were sometimes propped up with wood, sometimes collapsed. 	<p>Tier 2: Economy Tier 3: Black Gold</p>	<ul style="list-style-type: none"> • Factories provided lots of job opportunities. Factories relied upon raw materials to run efficiently. • Women, children and men were able to acquire jobs in factories. • Children risked their lives working in factories, because they were generally much smaller they were expected to crawl under the machines- risking their lives.

EQ 4: How much did Britain transform during the Industrial Revolution? <i>Disciplinary concept: Change and continuity</i>			
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5. How much did transport change and develop Britain's industry?	<ul style="list-style-type: none"> Tolls- A charge for using a road or bridge. Locomotive- A powered railway vehicle. The Turnpike Trust was created this was where businessmen managed the roads and imposed tolls. Canals were created which were ideal for moving heavy and fragile goods. By 1900, there was over 20,000 miles of railway tracks in Britain and it carried millions of passengers a year- this also improved tourism throughout the country. 	<p>Tier 2: Tolls</p> <p>Tier 3: Locomotive</p>	<ul style="list-style-type: none"> Due to industrialisation, the population of major cities increased, this led to the demand of more job opportunities which were provided by factories. Industrialisation saw a dramatic increase of the products being created, this mean that the goods needed to be transported across the country in an efficient way.

EQ 5: How successful were the protests and demands for reforms in Britain during the 19 th century? <i>Second order concept: Evidence</i>			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L1: Was society fair in the early 19 th Century?	<ul style="list-style-type: none"> Class system- How people can be grouped in society according to how much money they have or their family backgrounds. Protest- When a group of people/ or individual complains about something. The upper-classes are very wealthy people. The Middle class – included people such as doctors, teachers, inventors and those who owned businesses, such as factories. They would have had enough money to live comfortably. The working classes would have done hard, manual work such as bricklayer, sweeper, shoemakers or even a factory worker. 	<p>Tier 3: Class system</p> <p>Tier 2: Protest</p>	<ul style="list-style-type: none"> Yr 7- The Feudal System introduced a wide variety of changes to England, one of which was the Feudal System. There were various protests and rebellions during William the Conqueror's reign. Students will be aware of the job role of peasants and how they were viewed in society.
L2: What was the French Revolution and how did this spread ideas to Britain?	<ul style="list-style-type: none"> Republic- A country without a king or queen. The French Revolution began in 1789 with the Storming of the Bastille (prison). Over time, the king would be executed and France would change forever with new ideas which would spread across the world. In 1789, the French government was in a major financial crisis. Higher taxes angered the common people, especially since the nobles didn't have to pay their fair share. The people of France were divided into three social classes called "estates." 	<p>Tier 3: Republic</p>	<ul style="list-style-type: none"> Students will know how society was divided; upper, middle and lower classes Students will be aware of the expectations and job roles of each area of society; whether they required intellectual skills or a craft. Students will know what a revolution is from their studies in yr 7- e.g Peasants Revolt.

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L3: Why were some people in Britain so angry in the 19 th Century? (1800s)	<ul style="list-style-type: none"> Parliament- The group of people who make the laws for the United Kingdom. Unemployment- When people do not have a job. The working classes were not happy they were not able to vote in elections. Dangerous working conditions in factories for those that had jobs. High unemployment people were losing jobs due to new machinery in the industrial revolution replacing people. 	Tier 2: Parliament Unemployment	<ul style="list-style-type: none"> Students will know the changes that the Industrial Revolution brought to Britain; more job opportunities, greater population, higher pollution, strengthened economy. Students will understand the conditions that factory workers faced during the Industrial Revolution; long hours, low pay, dangerous working conditions.
L4: Why was the <i>Peterloo</i> massacre such an important event?	<ul style="list-style-type: none"> Massacre- A brutal slaughter of many people. Democracy- When people are involved in elections and have a say in how their country is run. In August 1819, a large crowd of about 60,000 working class people from the Greater Manchester area met at St Peter's fields in Manchester. The local magistrates sent in the cavalry (soldiers on horseback) to stop the meeting, saying it was against the law. Armed with swords, they charged into the crowd like they were in battle and at least 11 people were killed. After this event, the British government made a new law to restrict large numbers meeting. This was called the 'Six Acts' 	Tier 3: Massacre Democracy	<ul style="list-style-type: none"> Students will know that working-class people and they wanted a voice in parliament to put their needs and wants on the political agenda, inspired by the French Revolution. Students will be aware of the reasons why people were unhappy with their working lives.
L5: How much did peoples protests between 1811-1832 threaten the government and lead to democratic change?	<ul style="list-style-type: none"> Luddite- A worker who destroyed machinery in England because they were losing jobs because of them. Radicals- Groups who will commit violence to achieve political change. The Luddites were a group of skilled workers in the North of England went into factories and mills and smashed up the new machines– they claimed they were taking over people's jobs. The Pentrich Rebellion (1817) A small group of rebels in Derbyshire led by Jeremiah Brandreth planned to march on London and overthrow the government in 1817. They were lightly armed with pikes, scythes and a few guns, which had been hidden in a quarry in Wingfield Park. The Swing Rioters- Fields were set on fire, farmhouses burned and barns smashed up 	Tier 3: Luddite Radicals	<ul style="list-style-type: none"> Students will be aware what a protest is from their studies in the previous lesson. Students will know why the workers were not happy and why they rebelled. Both political and social reasons.
L6: How great was the 'Great Reform Act' of 1832?	<ul style="list-style-type: none"> Ballot- When people voted in the 1800; it was not done in secret – people could be bribed to vote for someone. Rotten borough- An area that was able to elect an MP despite having very few voters, the choice of MP typically being in the hands of one person or family. In 1832, MPs realised that reform was needed and introduced a new system of voting. This was known as the Great Reform Act of 1832. 	Tier 3: Ballot Rotten borough	<ul style="list-style-type: none"> Students will be aware that the workers were not happy and Parliament realised that they needed to make changes to their voting rights. Many people could still not vote by 1931, this called for changes to the voting system as rebellions continued.

EQ 5: How successful were the protests and demands for reforms in Britain during the 19 th century? Second order concept: Evidence			
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	<ul style="list-style-type: none"> • More people were allowed to vote – it increased voters from 500,000 to 800,000. • Women, rich or poor, still could not vote. • Working class had no property so still could not vote. 		
L7: What was the chartist movement and how successful was it?	<ul style="list-style-type: none"> • Chartists- A working class group who campaigned for more rights. • Petition- A document people sign requesting that something be done or changed. • The Chartist movement was the first mass movement driven by the working classes. It grew following the failure of the 1832 Reform Act to extend the vote beyond those owning property. • Chartism called for democracy and reform for the working class. • In 1938, these protestors published the People’s Charter which had 6 main points. 	<p>Tier 3: Chartists</p> <p>Tier 2: Petition</p>	<ul style="list-style-type: none"> • Students will be aware of what the Great Reform Act was and the changes it made to democracy. • Students will be aware of the changes that still needed to be made to democracy. (E.g- women were still denied the right to vote) • Students will also be aware of the areas of society that still could not vote.
L8: How far did women’s rights improve during this time?	<ul style="list-style-type: none"> • Separate spheres- The belief that men and women belong to separate areas of society. • Virtue- Showing high morals. • Queen Victoria came to be seen as the very model of marital stability and domestic virtue. • In the mid-19th century, married women were not recognised as being legally separate people from their husbands. • New kinds of work and new kinds of urban living prompted a change in the ways in which appropriate male and female roles were perceived. 	<p>Tier 3: Separate spheres</p> <p>Tier 2: Virtue</p>	<ul style="list-style-type: none"> • Students will already know the expectations of work and the social expectations of women during the 19th century. • Students will also be aware, from their yr 7 studies, that female rulers/ monarchs were inferior to males; despite their title. Society was patriarchal.

EQ 6: How far was the idea of racial superiority the driving factor in the rise of the British Empire?			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
Lesson 1: Why did people from Britain move to America and what impact did this have on the colonies?	<ul style="list-style-type: none"> • New World- Name given for the Americas from the 16th Century. • Colonisation- Establishing control over the indigenous people (native) of an area. • Empire- A large group of states or countries ruled over by a single <i>ruler</i> or country. • An empire is group of territories ruled by one single ruler or state. 	<p>Tier 3: New World Colonisation</p> <p>Tier 2: Empire</p>	<ul style="list-style-type: none"> • Students will know that Britain used the land in the Americas to trade enslaved Africans during the 17th and 18th centuries. • Students will understand from Y7 that the more land a country controls, the more wealth it will acquire.

	EQ 6: How far was the idea of racial superiority the driving factor in the rise of the British Empire?		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
	<ul style="list-style-type: none"> The British Empire reached its peak under Queen Victoria; covering 1/3 of the world's surface and ¼ of the world's population. The British Empire provided lots of wealth, glory and power to Britain. 		
Lesson 2: Why was Britain so interested in India and what opposition did they face?	<ul style="list-style-type: none"> Mughal- The name of the Muslim rulers that ruled India from the 16th to 19th centuries. The Mughals were Muslim rulers who invaded Afghanistan in the early 1500s. The Mughal Empire was extremely wealthy. It had efficient taxation and a highly developed banking system. Britain was interested in India because India was rich in natural resources such as Iron, copper, gold, silver, spices and tea. This meant that any country who made strong trade links with India could become very wealthy. Britain's rule of India completely changed their culture, industry and government. 	Tier 3: Mughal	<ul style="list-style-type: none"> Students will have a broad understanding of what Mughal India was like from their Y7 studies. Students will understand the importance of trade due to their studies on the Industrial Revolution. From L1 of this enquiry, students will understand why empire building was so important for Britain's status and wealth.
Lesson 3: Why was Britain so interested in India and what opposition did they face?	<ul style="list-style-type: none"> Imperialism- A plan to extend a countries power, usually by force Darwinism- Some plants & animals are stronger than others. This led to the belief that some races are 'stronger/ better' than others' in the 19th century. Britain wanted to spread Christianity to Africa, improve trade and develop their culture and civilisation. The 'Scramble for Africa' took place to decide who would control the various countries belonging to the continent of Africa. Britain gained 20 new colonies and became one of the most powerful European nations. The Zulu War shows how dedicated the British were in gaining more territory in Africa. 	Tier 3: Imperialism Tier 2: Darwinism	<ul style="list-style-type: none"> Students will understand the history of Britain's relationship with Africa from their studies on the Transatlantic Slave Trade. Students will understand that Britain has always wanted to have control over African land. Students will know that the British had the belief that Africans were uncivilised and therefore felt it was their duty to take control of Africa in order for it to become more 'civilised'.