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| Topic: Aztec Empire | Concept: Causation | Theme: Empire & Invasion | Opportunities for extending your knowledge: |
| By the end of this unit you will know:     * Who were the Aztecs? * How did the Aztecs build up their empire? * What was it like to live in the Aztec empire? * How did religion influence life for the Aztec? * What were the causes of the end of the empire?   By the end of this unit you will be able to:  Image result for success clip art   * Identify and explain causes of the empire * Identify and describe a feature if the empire * Make inferences from sources about the empire * Clearly explain more than one cause of the end of the empire   Why do we study this?   * Links to GCSE topic about Queen Elizabeth I and Spanish exploration * Looking at non-British culture helps us to learn tolerance of different cultures * Learning about aggressive colonisation helps us to understand international relations and power dynamics in the world * Practicing the skill of ‘causation’ will help us to become expert historians | | | Reading:  ‘So you think you’ve got it bad?’ - [Chae Strathie](https://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Chae+Strathie&text=Chae+Strathie&sort=relevancerank&search-alias=books-uk)  ‘Avoid becoming an Aztec Sacrifice’ – Fiona Macdonald  ‘Sad night’ – Sally Mathews Image result for films clip artWatching:<https://www.youtube.com/watch?v=DcBvGO-Wdb4>https://www.youtube.com/watch?v=\_ABoaAyhMZQ https://www.channel4.com/programmes/lost-pyramids-of-the-aztecs    Online:  <https://www.ducksters.com/history/aztec_maya_inca.php>  https://www.dkfindout.com/uk/history/aztecs/ |
| Keywords  **Empire -** a group of states or countries ruled over by a single monarch  **Invasion -** an instance of invading a place with an army to take control  **Cause -** a person or thing that contributes to an action or an event occurring  **Chronology -** the arrangement of events in the order in which they happened  **Feature –** something unique or important  **Infer –** to work something out | | | |

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| Topic: The Slave Trade | Skill: Significance | Theme: Empire & Invasion | Opportunities for extending your knowledge: |
| By the end of this unit you will know:     * Key features of the British Empire * Different experiences of enslaved people * How rebellions challenged stereotypes * How campaigners influenced change * How shifting trade impacted the world economy   By the end of this unit you will be able to:  Image result for success clip art   * Identify keys features of trade and economy * Analyse sources to gain an understanding of different people’s experiences from the past * Define historical significance * Use the 5R criteria to evaluate the significance of actions in the past   Why do we study this?     * Looking at discrimination will help us to understand better prejudice in the world today and become more tolerant people * Learning about imperialism and colonisation helps us to understand international relations and power dynamics in the world * Practicing the skill of ‘historical significance’ will help us to become expert historians | | | Reading:  ‘The deep blue between’ – Ayesha Harruna  ‘Cane warriors’ – Alex Wheatle  ‘The slave trade events and outcomes’ – Tom Monaghan Image result for films clip artWatching:Enslaved – Samuel L Jackson iplayerBlack Britons BBC Two – Clickviewhttps://www.youtube.com/watch?v=1B3V9wKeNUI   Online:  <https://www.bbc.co.uk/bitesize/topics/z2qj6sg?scrlybrkr=90c620a8>  https://www.educationquizzes.com/ks3/history/the-slave-trade-01/ |
| Keywords  **Empire -** a group of states or countries ruled over by a single monarch  **Colonisation –** taking control and ruling a foreign place  **Enslaved -** a person who has been forced to work as a slave  **Significance –** how important/note-worthy something is  **Feature –** something unique or important  **Infer –** to work something out | | | |

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| Topic: Life in 19th Century Britain | Skill: Sources and Interpretations | Theme: Industry and Reform | Opportunities for extending your knowledge: |
| By the end of this unit you will know:     * Causes and consequences of the Industrial Revolution * Key features of Victorian society including class system * Living conditions in Victorian slums * Working conditions in mills and factories * Experiences in workhouses * Chartist movement * Reforms made by the government to improve living conditions   By the end of this unit you will be able to:  Image result for success clip art   * Identify and describe keys features of Victorian life * Pick out key information from sources * Use sources to help answer questions about the past * Discuss the uses and limitations of different sources for answering questions * Analyse different interpretations and explain how different interpretations are made   Why do we study this?     * The Industrial Revolution was a turning point in the history of world. By understanding the changes that were made to industry and society we can better understand the modern world today. * Practicing the skill of uses sources to investigate historical questions will help us to become expert historians | | | Reading:  Chimney child – Laurie Sheenan  Vile Victorians – Horrible Histories Image result for films clip artWatching: Film - Oliver Twist  Iplayer – Horrible Histories Series 8 Episode 1 Youtube - Private Life Of the Industrial Revolution: Social Change   Online:  BBC Bitesize – The Industrial Revolution  Ducksters – Industrial Revolution |
| Keywords  Source – A piece of information from or about the past  Industrial Revolution – Huge changes that happened in Britain from 1750-1900  Reforms – Changes made to improve things  Mills – Factories to turn cotton in to textiles | | | |

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| Topic: The Suffragettes | Skill: Significance | Theme: Society and Power | Opportunities for extending your knowledge: |
| By the end of this unit you will know:     * The beliefs and key member of the Suffragettes * The actions taken by the Suffragettes * The treatment of the Suffragettes by the government * The case of Emily Davidson   By the end of this unit you will be able to:  Image result for success clip art   * Identify significant parts of History * Make an informed decision to compare the significance of parts of history * Use the 5R’s to explain significance * Make sophisticated judgements about significance   Why do we study this?     * Understanding the women’s suffrage movement will broaden your understanding of rights and democracy. It will help you to understand some of the inequality in the world today. * Analysing the significance of the past will help us to become expert historians | | | Reading: (find on myON. Group code df9vvy3x) Stories of Women's Suffrage: Votes for Women!Stories of Women During the Industrial Revolution: Changing Roles, Changing LivesWatching: Image result for films clip artFilm – Suffragettes  Iplayer – The Suffragettes with Lucy Worsley Youtube - Suffragettes Stories from Parliament Online:  BBC Bitesize – The Fight for Freedom  Ducksters – Women’s Suffrage |
| Keywords  Significance – A judgement about how important or note-worthy something in the past is  Suffrage – The right to vote  Democracy – A system of government where the members of a country vote for representatives  Rights – Legal and social standards that people are entitled to | | | |

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| Topic: WW1 | Skill: Causation | Theme: Society and Warfare | Opportunities for extending your knowledge: |
| By the end of this unit you will know:     * The causes of World War One * Why soldiers fought in WW1 * Who fought in WW1 * What trench warfare was like * Consequences of World War One   By the end of this unit you will be able to:  Image result for success clip art   * Categorise different causes/consequences * Identify short-term and long-term causes/consequences * Make sophisticated judgements about causes/consequences   Why do we study this?     * Understanding the impact of World War One provides important context to what you will learn about next year. It is considered to be one of the most significant event son history. * Analysing causation will help us to become expert historians | | | Reading: (find on myON. Group code df9vvy3x) World War One: Why they fought World War One: Stories from the trenches Watching: Image result for films clip artFilm – Private Peaveful  Iplayer – Our World War Youtube - WW1 uncut Dan Snow Online:  BBC Bitesize – The First World War  Ducksters – World War One |
| Keywords  Causation – Analysing the reasons why something happens  World War One – War which broke out in 1914 and ended in 1918  Society – A community of people  Warfare – Actions associated with conflict or war | | | |