



Golden Threads

How did new ideas shape Britain and the wider world between 1500 and 1900?

Enrichment

Review and Evaluation

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	<p>How successful a monarch was Elizabeth I?</p> <p>What was life like at court during the Tudor period?</p> <p>What are the main challenges for Queen Elizabeth I?</p> <p>How did Elizabeth deal with the problems of her reign?</p> <p>How successful was Elizabeth's Religious Settlement?</p> <p>How did Elizabeth deal with the pressure for an heir?</p> <p>Why was Mary, Queen of Scots a problem for Elizabeth I?</p> <p>How successfully did Elizabeth I deal with the problems during her reign?</p>	<p>Identifying strengths and weaknesses</p> <p>Assessing significance</p> <p>Forming judgements</p>	<p>1x piece of writing "How successfully did Elizabeth I deal with the problem of religion?"</p> <p>1x piece of writing "How successfully did Elizabeth I deal with the problems during her reign?"</p>	<p>Confusion over Elizabeth's religious position.</p> <p>Understanding of Elizabeth's family tree- the difference between Mary I and Mary, Queen of Scots</p>	<p>Monarchy</p> <p>Heir</p> <p>Protestant</p> <p>Pope</p> <p>Catholic</p> <p>Legitimate</p> <p>Court</p> <p>Rebellion</p> <p>Marriage</p> <p>Suitor</p> <p>Successful</p> <p>Allies</p> <p>Succession</p> <p>Reign</p>	<p>This unit follows on directly from Year 7 work on the early Tudors and the Church & Reformation</p> <p>Focus on religion and role of the Church in Year 7.</p> <p>The questions over her succession link to 1066 when England had no clear heir to the throne.</p> <p>Early Elizabethan England is a topic at GCSE.</p> <p>Themes of Monarchy and Parliament revisit knowledge from Y7 (Magna Carta, reformation) and will be built on in the following unit of work in Y8.</p>
Term 2	<p>Why and how has the government of Britain changed since the Middle Ages?</p> <p>Who ruled England in the years 1066-1603 and how has this changed since then?</p> <p>Who were the rulers of England or Britain between 1509 and 1830?</p> <p>Why did the authority of monarchs and parliament change during the 1500-1800s?</p> <p>Why and how has the government of Britain changed since the Middle Ages?</p>	<p>This is a breadth study that tracks changes over time.</p> <p>Change and continuity – across a long period of 300 years (level and factors why)</p> <p>Chronological understanding</p> <p>Team work – presenting information about rulers in groups</p> <p>Creative thinking – e.g. designing own version of an overview like the rollercoaster</p>	<p>Students answer a series of questions designed to assess their understanding of how power has changed over the time period and to identify and justify key turning points in the period.</p>	<p>Differences between government and parliament</p> <p>Roles of the Prime Minister</p> <p>Understanding the hierarchy of English/ British society.</p>	<p>Monarchy</p> <p>Restoration</p> <p>Parliament</p> <p>Government</p> <p>Democracy</p> <p>Interpretation</p> <p>Power</p> <p>Prime Minister</p>	<p>Links with the previous unit on Elizabeth and her power.</p> <p>The end of the period overlaps with the Industrial Revolution studied at the end of Year 8.</p> <p>Links to other history units</p> <p>This unit covers a lot of material regarding the roles and authority of monarchy and parliament that will be useful across students' history learning, notably:</p> <ul style="list-style-type: none"> Magna Carta (Year 7) The absolute rule and divine right of monarchs – e.g. reappears with Louis XVI and the French Revolution (Year 8) Elizabeth I (Year 8 and GCSE) The expansion of voting rights during the 1800s (Year 8) <p>The nature of 20th century parliamentary authority which appears in topics in Year 9 and A Level</p>



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Term 3	<p>Why did people believe in witches?</p> <p>What the witch-craze was, when it happened, who was targeted</p> <p>Reasons for the hunting of witches and the growth in hysteria and paranoia within communities</p> <p>The roles and actions of witchfinders, witch tests, and witch trials</p> <p>Local examples of individuals accused of witchcraft</p>	<p>Depth study- developing understanding of a specific period of history.</p> <p>Causation- considering the nature and importance of the actions and beliefs or authorities, religion, lack of rational understanding.</p>	<p>A mind-map about the witch-craze, focused on explaining the reasons for it happening and using contextual knowledge to explain why people believed in witches.</p>	<p>A belief that witches were ‘real’ and did perform the actions of which they were accused (eg. Bewitching a pig).</p> <p>Believing that only women were accused- they made up 80% of accusations, but not all.</p> <p>Confusion with the chronology of the period eg. The Black Death and Great Plague.</p> <p>Understanding the context of the period eg. The influence of religious extremes and the role of governments.</p> <p>Not recognising the role of confessions- most ‘confessions’ were made under torture and duress so are not reliable evidence.</p>	<p>Witchcraft Trial Plague Rumour Famine Authority Printing press Paranoia Church Devil / Satan Familiar Hysteria Curse Harvest failure Religion Analyse Explain</p>	<p>The mind map assessment is the second of this style – the students made a mind map in Year 7 when studying the importance of the Church in the Middle Ages</p> <p>Content links to Year 7 work include the role of the Church and the Reformation</p> <p>Links with work on diversity- explaining why groups have been marginalised throughout history.</p>
Term 4	<p>What was the French Revolution?</p> <p>Why were so many people angry in France in 1789?</p> <ul style="list-style-type: none"> • The Estate’s system • The Ancien Regime • The Estates General meeting <p>What happened during the first few months of the Revolution?</p> <ul style="list-style-type: none"> • The Storming of the Bastille • The Declaration of the Rights of Man <p>What had happened in France by 1792?</p> <p>Why did Louis try to escape?</p>	<p>A two-part assessment to be completed without notes.</p> <p>First a content test and then a written narrative account about the build-up and beginning of the French Revolution.</p> <p>Revision time, along with looking at the skills of writing a narrative account, to be given before the assessment.</p> <p>Assessment done in one lesson.</p>		<p>Depth study- understanding of a specific period of history</p> <p>Significance of a key event</p> <p>Analysis of sources and interpretations, including about Napoleon</p>	<p>Revolution Absolute monarchy Divine right Estates system Taxation Equality Rights Clergy Nobility Tyranny Execution Terror</p>	<p>Students have already explored the nature of monarchy and authority – e.g. during the Year 8 lessons on monarchy and parliament in England / Britain.</p> <p>Students know about the importance of the Church in society from Year 7 – links to the estates system and the privileges of the Church</p> <p>The ideas of revolution and rights appear often – inc. Magna Carta and Peasants’ Revolt (Year 7), civil rights in America (Year 9) and Age of Revolutions (Year 9)</p> <p>The estates system and consideration of how society was ordered links back to the feudal system (Year 7)</p> <p>The content test assessment is the second content test students have at KS3 (Year 7 William’s consolidation of power and Year 9 First World War) – building on revision skills, answering questions accurately etc.</p>



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Term 5	<p>What was the French Revolution? (continued)</p> <p>What happened during Louis XVI's execution?</p> <p>What was The Terror?</p> <p>Would the Revolutionaries have been pleased with Napoleon?</p> <p>Who was Mary Wollstonecraft?</p> <ul style="list-style-type: none"> Lesson completed after the assessment. Mary was a key female figure who was inspired by the Revolution. 	See Term 4	See Term 4. Timing of the assessment will depend on when the relevant content has been taught.	<p>Role of the Revolutionaries in controlling France after Louis XVI's execution. Confusion about why the terror continues after they've achieved their aims and underestimating the role of violence in keeping control.</p> <p>Overlooking the aftermath and long-term effects.</p> <p>Timing of the Revolution in relation to Les Miserables. Students often think they're the same event.</p>	See Term 4	See Term
Term 6	<p>How did the Industrial Revolution change people's lives in Britain?</p> <p>Introduction- how did the Industrial Revolution change the landscape of Britain?</p> <p>Why did textiles businesses grow so quickly during the Industrial Revolution?</p> <p>How and why did medicine and public health change in the 19th century?</p> <p>What was the British Empire like?</p> <p>How much did Britain's political system progress during the 1800s?</p> <p>How did farming change at the start of the Industrial Revolution?</p> <p>How did the railways change Britain during the Industrial Revolution?</p> <p>How did coal mining develop during the Industrial Revolution?</p>	<p>Understanding of a specific time period in history</p> <p>To assess cause and consequence of specific events i.e.. Agricultural revolution</p> <p>Using historical evidence to support arguments</p>	Reasons why public health improved during the 1800s, including evidence from sources and textbooks – students to complete a table of information.	<p>Belief in rapid change- understanding that the Revolution took place over several decades.</p> <p>Attributing too much to a single individual.</p> <p>Ignoring/overlooking the negative consequences eg. Poor working conditions.</p> <p>Not recognising regional differences.</p> <p>Assuming that everyone benefitted equally.</p>	<p>Factories</p> <p>textiles</p> <p>weaver</p> <p>Steam engine</p> <p>Germ theory</p> <p>Cholera</p> <p>Government vaccination</p> <p>Empire</p> <p>Colony</p> <p>Decolonisation</p> <p>Elections</p> <p>Voting</p> <p>Prime minister</p> <p>Punishments</p> <p>Crime</p> <p>transportation</p>	<p>Students have looked at the power of the monarchy and the establishment of parliament in Year 7 – links to the politics section</p> <p>Students have looked at how the church controlled peoples' lives during Year 7 – links for the crime and punishment section</p> <p>Students will revisit the idea of the British Empire in Year 9 through the Transatlantic Slave Trade module</p> <p>Public Health will be revisited in GSCE module – Medicine Through Time</p>