



This year in History we will be learning:		This links to:	Key Vocabulary:	
1	<p><b>Challenges to Medieval authority</b> <b>You will learn about:</b></p> <ul style="list-style-type: none"> <li>- The reign of King John I and the reasons why historians have different interpretations of his kingship.</li> <li>- The significance of the Magna Carta .</li> <li>- The causes and consequences of the Peasants' Revolt.</li> </ul>	<p>This unit builds up on the knowledge of Henry II and Richard I's reigns, medieval religion and the Crusades. It also builds up on the political developments of the monarchy in England throughout the medieval period to assess the success of King John against a criterion for good kingship in the twelfth century.</p>	<ul style="list-style-type: none"> <li>• Baron</li> <li>• Excommunicate</li> <li>• Interdict</li> <li>• Pauper</li> <li>• Magna Carta</li> <li>• Scutage Tax</li> </ul>	<ul style="list-style-type: none"> <li>• Revolt</li> <li>• Peasant</li> <li>• Democracy</li> <li>• Equality</li> <li>• Contemporary</li> <li>• Provenance</li> </ul>
2	<p>The Growth and Power of Parliament <b>You will learn about:</b></p> <ul style="list-style-type: none"> <li>- The causes and consequences of the English Civil War.</li> <li>- The restoration of the monarchy and growth of parliament.</li> <li>- The Glorious Revolution and the significance of the Bill of Rights in leading to the growth of a constitutional monarchy.</li> </ul>	<p>This unit builds upon the knowledge of medieval kingship in Anglo Saxon, Norman, Angevin and Tudor England. The doctrine of 'the Divine Right of Kings' written by King James I and adopted by his son Charles I was the extension of Henry VIII's belief in the Royal Supremacy. This links to the overarching enquiry question on the growth of democracy by studying the long-term impact of the Magna Carta. Secondly, this unit revisits the divisions caused by the Reformation and the problems it posed for the Stuart monarchy.</p>	<ul style="list-style-type: none"> <li>• Divine Right of Kings</li> <li>• Ship Money</li> <li>• Regicide</li> <li>• Protestant</li> <li>• Catholic</li> <li>• Reformation</li> </ul>	<ul style="list-style-type: none"> <li>• Parliament</li> <li>• Archbishop</li> <li>• Civil war</li> <li>• Constitutional monarchy</li> <li>• Absolute Monarchy</li> </ul>
3	<p><b>The abolition of the transatlantic slave trade</b> <b>You will learn about:</b></p> <ul style="list-style-type: none"> <li>- The different aspects of the transatlantic slave trade including the journey across the middle passage and life for slaves on the plantations.</li> <li>- The different forms of resistance that slaves including the Haiti revolt.</li> <li>- The methods used by abolitionists such as spreading awareness, boycotting goods, parliamentary methods and open rebellion.</li> </ul>	<p>In the Roman Empire and The Crusades, the history of Africa has been touched upon in relation to trade. This looks at the political, social and economic life in Africa before the slave trade and the devastating effects this had upon the continent and its people. The overarching enquiry question on the growth of democracy looks at the extent to which working class people became more politically active through the abolitionist movement in Britain; Civil Rights in the USA, and the abolition campaign in the 18th and 19th Century. The unit also links to work studied in GCSE on immigration and Britain as a multi-cultural and multi-ethnic society, by emphasising the contribution and visibility of people of colour prior to the 20th Century in Britain.</p>	<ul style="list-style-type: none"> <li>• Transatlantic Slave Trade</li> <li>• Age of Exploration</li> <li>• Cash Crop</li> <li>• Field Gangs</li> <li>• Plantation</li> </ul>	<ul style="list-style-type: none"> <li>• Overseer</li> <li>• Underground railroad</li> <li>• Slavery</li> <li>• Human Rights</li> <li>• Reparations</li> </ul>
4	<p>The Civil Rights Movement: <b>You will learn about:</b></p> <ul style="list-style-type: none"> <li>- The context to the Civil Rights movement in America including the role of key individuals such as Rosa Parks, Martin Luther King and Malcolm X.</li> <li>- The context to the Civil Rights movement in Britain including Windrush and the Bristol Bus Boycott.</li> <li>- The context to the Civil Rights Movement in South Africa including Apartheid, the role of Nelson Mandela and the international community.</li> </ul>	<p>This unit builds upon the study of the abolition in 1807, 1833 and 1879 to show the extent to which racial prejudice survived and life did not dramatically improve for many African Americans.</p> <p>This unit also builds up the concept that individuals and mass movements can be significant in the outcome of historical events. This was explored through the peasants' revolt and the abolition of the slave trade.</p>	<ul style="list-style-type: none"> <li>• Segregation</li> <li>• Segregated education</li> <li>• Civil rights</li> <li>• Emancipation</li> </ul>	<ul style="list-style-type: none"> <li>• Lynchings</li> <li>• Boycott</li> <li>• Colour bar</li> </ul>
5	<p><b>The Campaign for Men and Women's Suffrage:</b> <b>You will learn about:</b></p> <ul style="list-style-type: none"> <li>- The problems with democracy by 1750.</li> <li>- The changes to voting laws during the nineteenth century.</li> <li>- The chartist movement and the growth of political activism.</li> <li>- The different approaches to campaigning for the women's vote.</li> <li>- The government response to the suffrage movement</li> </ul>	<p>This unit revisits the growth of parliamentary democracy in Britain. This allows for the students to apply their knowledge about the situation after the Glorious Revolution and compare it to voting laws in the 1800s.</p> <p>The use of protests, both violent and non-violent, also builds upon the concept that the lower classes can have agency in historical events; this was also explored in the peasants' revolt, the abolitionist movement and the Civil Rights movement.</p>	<ul style="list-style-type: none"> <li>• Suffrage</li> <li>• Franchise</li> <li>• Protest</li> <li>• Empire</li> <li>• Colony</li> </ul>	<ul style="list-style-type: none"> <li>• Vote</li> <li>• Electoral Reform</li> <li>• Constituency</li> <li>• Charter</li> <li>• Rotten borough</li> </ul>

Target Grade:

AP1:

AP2:

AP3: