



HALF TERM 1B	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Assessment	Lesson 5
Nov.-Dec.						
TOPIC (S)	<i>Title:</i>	<i>Title:</i>	<i>Title:</i>	<i>Title:</i>		<i>Title:</i>
How should the British Empire be remembered?	How did the British Empire begin?	Why was India so valuable to the British Empire?	Why did India leave the British Empire? (Part 1)	Why did India leave the British Empire? (Part 2)		How should the British Empire be remembered?
Knowledge & Skills development	Continuity and Change		Causes and Consequences			Source Interpretation
	The main aim is for students to understand how the the empire changed Britain/helped to change Britain in this period.		Students should be able to explain why many people in India wanted to leave the British Empire for a range of long-term and short-term reasons			Use of contemporary sources on India including from the Amritsar massacre. Use of scholarly interpretations on the empire.
Assessment / Feedback Opportunities	Formative Assessment				Summative Assessment	
	Range of self and peer assessment (see full scheme)				Source-based assessment on India and the British Empire	
Cultural Capital	<ul style="list-style-type: none">Understanding of the legacy of British rule in IndiaUnderstanding of the historical links between Britain and India					
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none">Impact of the Empire on British cultureThe moral debate on empire					
Reading opportunities	<ul style="list-style-type: none">Department reading materialsSource-based activities					
Key Vocabulary	Colonial	Empire	Imports	Independence	Massacre	Middle Passage The Raj Slave
Digital Literacy	Homework on Sharepoint					

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TOPIC (S)	Title:	Title:	Title:	Title:		Title:
What was life like in the age of Dickens? Section 1- The impact of industrialisation	Why did Britain's urban population increase 1750-1900?	How did the transport revolution change life in Britain?	What were 19th century working conditions like?	What was it like to live in an industrial town or city?		Why was the 1875 Public Health Act passed?
Knowledge & Skills development	Continuity and Change The main aim is for students to understand how Britain changed in this time period according to social, demographic and economic factors.		Causes and Consequences Students should be able to explain, with specific examples, why the 1875 Public Health Act was passed.		Source Interpretation Students should be able to interpret a range of primary source materials and to be able to explain why interpretations differ due to nature, origin and purpose with links to the historical context.	
Assessment / Feedback Opportunities	Formative Assessment Range of self and peer assessment (see full scheme)			Summative Assessment Source-based assessment on living conditions in Liverpool		
Cultural Capital	<ul style="list-style-type: none">• Use of 18th and 19th century sources describing life in Liverpool during this time period• Reference to Liverpool’s role in the transport revolution• Students study a piece by Dickens in English lessons. This unit should give some context on the literature that they have been studying.					
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none">• The role of the state in public health• The impact of widening enfranchisement on social policies with links to modern social policy					
Reading opportunities	<ul style="list-style-type: none">• Department reading materials (Differentiated)• Source-based activities					
Key Vocabulary	Agrarian Cholera Dickensian Industrial Slums Victorian					
Digital Literacy	Homework on Sharepoint					
Careers	Explicit reference to careers that were created by the changes that occurred in this period of time e.g Public Health, building regulations					