

History - Year 9



<p>Michaelmas 1 (3/9/24-25/1024)</p>	<p style="text-align: center;"><u>Local History- Lewisham</u></p> <p style="text-align: center;"><u>Early Elizabethan England 1558-88</u></p> <p>Topic One: Queen Government and Religion 1558-69</p> <p>Content: The situation on Elizabeth's accession The 'settlement' of religion Challenge to the religious settlement The problem of Mary, Queen of Scots</p> <p>Assessment: Describe one feature of Elizabeth's government (2) Explain why....</p> <p>Historical skills- interpretations, source analysis, inference, analytical narrative, causation</p>
<p>Michaelmas 1 (4/10/24-20/12/24)</p>	<p style="text-align: center;"><u>Early Elizabethan England 1558-88</u></p> <p>Topic Two: Challenges to Elizabeth at home and abroad, 1569–88</p> <p>Content: Plots and revolts at home Relations with Spain Outbreak of war with Spain, 1585–88 The Armada</p> <p>Assessment: Explain why there were plots against Queen Elizabeth in the years 1571-86 (12)</p> <p>Historical skills- interpretations, source analysis, inference, analytical narrative, causation</p> <p>Topic Three: Elizabethan society in the Age of Exploration, 1558–88</p> <p>Content: Education and leisure The 'problem' of the poor Exploration and voyages of discovery Attempted colonisation of Virginia</p> <p>Assessment: 'The problem of Elizabeth's legitimacy was the main problem she faced when she became queen in 1558.' How far do you agree? Explain your answer. (16) Anne Boleyn Royal finances You <u>must</u> also use information of your own</p>
<p>Lent 1</p>	<p style="text-align: center;"><u>Migrants in Britain, c800–present and Notting Hill, c1948–c1970</u></p> <p>Topic One: Migration in medieval England 800-1500</p> <p>Content: The context for migration The experience and impact of migrants Case study- City of York under Vikings</p> <p>Assessment: "The impact of land ownership was the most important consequence of migration to England during the years 800-1500" How far do you agree? Explain your answer. (16) -The feudal system</p>

	<p>-Government You must use information of your own.</p> <p>Historical skills- interpretations, source analysis, inference, change and continuity, cause and consequence.</p>
Lent 2	<p style="text-align: center;"><u>Migrants in Britain, c800–present and Notting Hill, c1948–c1970</u></p> <p>Topic Two: Migration in early modern England c1500–c1700</p> <p>Content: The context for migration The experience and impact of migrants Case study – Sandwich and Canterbury in 16th century + Huguenots in 17th century Assessment: Explain one way in which the reasons Indians migrated to England in 16th century were different from the reasons why Jews migrated to England in the 11th century. (4)</p>
Trinity 1	<p style="text-align: center;"><u>Migrants in Britain, c800–present and Notting Hill, c1948–c1970</u></p> <p>Topic Three: Migration in eighteenth- and nineteenth-century Britain (18th and 19th century)</p> <p>Content: The context for migration The experience and impact of migrants Case study – Liverpool in 19th century + Jewish migrants in the East End of London in late 19th century.</p> <p>Assessment: Explain one way in which the work opportunities for Huguenots in 17th century were different from those for Irish migrants in 19th century. (4)</p> <p>Historical skills-change and continuity, similarity and difference, interpretations, source analysis, inference and significance.</p>
Trinity 2	<p style="text-align: center;"><u>Migrants in Britain, c800–present and Notting Hill, c1948–c1970</u></p> <p>Topic Four: Migration in modern Britain (1900–present)</p> <p>Content: The context for migration The experience and impact of migrants Case study- Bristol in the mid-twentieth century + Asians in Leicester from 1945.</p> <p>Assessment: Explain why the experiences of migrants in Britain changed in the years after 1945 (12) British Nationality Act (1948) The role of the police You <u>must</u> use information of your own.</p> <p style="text-align: center;"><u>Section A: Notting Hill, c1948–c1970</u></p> <p><u>Unit 1: Notting Hill, c1948–c1970</u> Content: Local context of Notting Hill 1945-70 Influence of Caribbean cultures in the area. Racism and policing Black activism in Notting Hill The national and regional context</p> <p><u>Unit 2: Knowledge, selection and use of sources for historical enquiries</u></p>

	<p>Content:</p> <p>Local sources</p> <p>National sources</p> <p>Strengths and weaknesses of sources</p> <p>Framing questions for an enquiry</p> <p>Selection of appropriate sources for an enquiry</p> <p>Historical skills- AO1, AO2, AO3</p>
	<p style="text-align: center;"><u>Assessment Objectives</u></p> <p>AO1: Knowledge AO2: Analysis of second order concepts: similarity/ difference</p> <p>AO3: Second order- Analysis and evaluation of source utility/ Source analysis.</p>