

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Causation		Change and Continuity	Historical Evidence	Historical Interpretations
Date	Wk	Week	Units Studied & Learning Outcomes	
Tues 2-Sep	A	1	<b>EQ1: How did religion affect the fortunes of the Tudor family?</b> 1. English Reformation. 2. St. Winifred's Church (Edward VI). 3. Mary Tudor x2. 4. Elizabethan Religious Settlement. 5. Pause lesson- Diagnosing misconceptions 6. Review (live mark/whole class feedback)	
9-Sep	B	2		
16-Sep*	A	3		
23-Sep	B	4		
30-Sep	A	5		
7-Oct	B	6		
14-Oct	A	7		
21-Oct	B	8	<b>EQ2: Why had an English overseas empire emerged by the seventeenth century?</b> 1. Elizabethan 'Sea Dogs'. 2. Black Tudors 3. England's connections with the Islamic world. 4. The failure of early colonisation attempts (Newfoundland and Roanoke). 5. Migration to the New World. 6. English Joint-Stock Companies. 7. English colonisation of the Americas (West Indies + the sugar revolution). 8. Pause lesson- Diagnosing misconceptions	
4-Nov	A	9	<b>11. Review</b>	
11-Nov	B	ST1	12. ST1 Exam 13. ST1 Feedback	
18-Nov	A	ST1	<b>EQ3: Why did people think the world had turned upside down between 1642-1660?</b> 1. Causes of the English Civil War. 2. Reasons for Parliament's victory. 3. Trial and execution of King Charles. 4. Women during the Civil War. 5. Radical groups. 6. Witch-hunts of the 1640s. 7. Interregnum. 8. Pause lesson- Diagnosing misconceptions 9. Review  <b>Big picture: Foundation concept pause lesson</b> 1. Source analysis	
25-Nov	B	12		
2-Dec	A	13		
9-Dec	B	14		
16-Dec				
	A	15		
6-Jan	B	16		
13-Jan	A	17	<b>EQ4: What role did the British Empire play in both the slave trade and abolition?</b> 1. Why did the transatlantic slave trade happen? 2. Triangular trade. 3. Experiences of the enslaved: middle passage. 4. Experiences of the enslaved: plantation life. 5. Experiences of the enslaved: resistance. 6. Main cause of abolition 7. Pause lesson- Diagnosing misconceptions 8. Review (Live mark/whole class feedback)	
20-Jan	B	18		
27-Jan	A	19		
3-Feb	B	20		

10-Feb	A	21	<b>EQ5: How similar were peoples' experiences of the Industrial Revolution?</b> 1. What was the Industrial Revolution? 2. Did people benefit from Industrialisation? 3. The greatest inventor.
25-Feb	B	22	<b>EQ5: How similar were peoples' experiences of the Industrial Revolution?</b> 4. Introduction to Quarry Bank Mill 5. Apprentices- were the Greg good owners? 6. Mill workers- were the Greg good owners? 7. Pause lesson- Diagnosing misconceptions 8. Review- Similarity and difference  <b>EQ6: What did 'revolution' mean in the Age of Revolutions?</b> 1. American Revolution. 2. French Revolution. 3. Haitian Revolution. 4. British views on revolution. 5. Review  ST2 exam  INSET 24th Feb
3-Mar	A	23	
10-Mar	B	24	
17-Mar	A	25	
24-Mar	B	ST2	
31-Mar			
	A	ST2	
22-Apr	B	28	ST2 feedback
28-Apr	A	29	<b>EQ7: How important was violent protest in extending British democracy? (7 lessons).</b> 1. Peterloo. 2. Protest groups. 3. Great Reform Act and Chartism. 4. Woman's suffrage. 5. Were the suffragettes' terrorists? 6. Pause lesson- Diagnosing misconceptions 7. Review  <b>EQ8 continued: How 'inglorious' was British India?</b> 1. India before the British.  Easter Monday 21st Early May bank hol 6/5
5-May	B	30	
12-May	A	31	
19-May			
	B	32	
2-Jun	A	33	<b>EQ8 continued: How 'inglorious' was British India?</b> 2. East India Company. 3. Indian Rebellion, 1857. 4. British Raj. 5. Pause lesson- Diagnosing misconceptions 6. Impact of British Rule.  <b>EQ9: Did African Americans really gain their freedom?</b> 1. American Civil War. 2. Emancipation 3. Ku Klux Klan. 4. Murder of Emmett Till. 6. Overview of the Civil Rights Movement. 7. LA riots and election of Barack Obama
9-Jun	B	34	
16-Jun	A	35	
23-Jun	B	36	
30-Jun	A	37	
7-Jul	B	38	
14-Jul			
	A	39	

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			<p><b>Big picture: Foundation concept pause lesson</b></p> <ol style="list-style-type: none"><li>1. Source analysis</li><li>2. Postcard foundational concept review</li></ol> <p>SJBF INSET 4/7</p>
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