

Why did the Industrial Revolution lead to the demand for greater rights for voting ?			
The Big Picture	<p>This is a sequence of lessons leading on from prior study of the Agricultural Revolution to explore the influence of the Industrial Revolution on suffrage reform. The scheme will be split into three sections, concluding with students assessing the extent to which the Chartists were successful in their aims. Students will begin by understanding how Britain changed during the Industrial Revolution: physically, socially, economically and politically. Students will explore democracy in the 1820s and then over the next two lessons study the changes brought about by the Industrial Revolution through understanding the conditions in which reform was wanted. The second section explores why reform was wanted through firstly understanding the working class experience. Students will have encountered this group previously when exploring 'Why was Britain called the 'Workshop of the World' but spend more time studying why this group wanted the vote. They will understand how whilst working class individuals wanted the vote, those contributing to the fight went beyond this class. Students will encounter a range of primary and secondary sources and be asked to use their inference and analytical skills to uncover which groups supported, or did not support, reform and why. The second section will conclude with studying the 1832 Reform Act. Students will learn what the Act was and what change it brought about before finally assessing to what extent it created change. Whilst there was some, students should ultimately understand that the Act did not go far enough and this will lead onto the third section where students learn about the Chartists. Students will begin by interacting with the document of the 'People's Charter', using the lesson to unpick the document and identify key points. The lesson will set the foundation for further study of the Chartists, allowing students to understand what exactly the group wanted to achieve. Students will then study the ways in which the Chartist protested. Some students may identify the ways in which protesting is similar today. The next lessons will focus on unpicking misconceptions students may have and introduce the diversity of the Chartist movement. Students will be asked at the start of both lessons to describe what they think a Chartist looked like. They will then be introduced to William Cuffay and the involvement of women respectively. After the two lessons, students will have a better understanding of those participating in the fight for reform. The scheme will end on the lesson: 'To what extent were the Chartists successful in achieving their aims?' Students will be asked to review their prior learning to write an extended answer to the question. The scheme allows foundations for further exploration of suffrage in the topic 'From Pankhurst to Thatcher: How did the role of women change in the 20th Century?'</p>		
Historical concepts/Skills	<p>Causation: Students will explore how the Industrial Revolution influenced the want for greater suffrage reform. They should understand the changes brought about the Revolution and how this led to protests for change in democracy.</p> <p>Change and Continuity: A prevalent concept in this scheme, students will explore the political world in the early 19th Century. They will begin the study exploring the political sphere of the 1820s and explore how and why change occurred over the century. However, they will also understand how and why physical, social and economic aspects of the country changed and how this too influenced the fight for reform.</p> <p>Similarity and Difference: Students will encounter class difference but also class cohesion. They will learn about why different classes wanted reform, whilst others didn't. However, they will go further, to explore the different reasons why reform was wanted by different groups participating in the Chartist, and more general Reform, movements.</p> <p>Significance: Students will judge significance through the 'To what extent' questions they will be posed. Students will be constantly challenged to think about the implications certain events had, and assess success and failure.</p> <p>Evidence: Students will encounter primary and secondary sources throughout the scheme. In some cases, primary sources will be used to hook students and create continued interest. However, students will also have the chance to interact with sources more deeply, unpicking details to create foundations for study or deepen knowledge.</p> <p>Interpretations: Students will be given historiography throughout the scheme. There is a particular emphasis on the works of Evans and Saunders. Evans has written much on this time period as a whole whilst Saunders has much work on the Chartist movement and Suffrage Reform more generally. Students will be given historiography as a source of information and have the chance to explore the concept of perspective too.</p>	Key words	<p>Abolition, Change, Chartered Land Plan, Chartists, Class, Cohesion, Constituency, Continuity, Democracy, Demonstrations, Duke of Wellington, Earl Grey, Elections, Electoral System, Factories, Feargus O' Connor, Government, Historiography, House of Lords, Industrial Revolution, Industrialist, Industry, London Working Men's Association, MP, Northern Star, Parliament, People's Charter, Petition, Poor Law, Punch Magazine, Reform, Riots, Significance, Suffrage, Technology, Tom Paine, Tories, Turnpike Trusts, Vote of No Confidence, Whigs, William Cuffay, William Lovett, Working Class</p>

To what extent did attitudes to mental health change between c.1700 - c.1900?			
The Big Picture	<p>This scheme of learning is a breadth study which explores the second order concept of change of continuity. Students have already begun study of the time period, but through this scheme will explore Britain through a different lens. The scheme sheds light to a history which is still not taught widely in schools and will allow students to reflect on societies attitudes to mental illness through time, but also the beliefs and attitudes of today. The scheme is split into three sections. Students will begin study through the study of “Mad King George.” Students will be hooked through the story of mental illness in the monarchy, and garner an understanding of how widely affected people within society can be. Students will then continue to study who were considered “mad” and explore the role of race and gender. Throughout the scheme students will recognise the use of terminology used and understand how, and why, terms like “mad” are no longer used. Students' prior understanding of the empire will allow them to understand how ideas of race and power influence asylums in Cape Town. The second section will see students delve deeper into the relationship in psychiatry and race. Students will be introduced to feminsit historian Elaine Showalter and revisionist historian Joan Busfield. They take a close look at what both women argue and then use primary evidence to uncover why they hold different viewpoints. Students will write up their responses in an essay which is assessed. In the final section, students will explore the asylum. They will explore whether the asylum can be considered a retreat of prison. The case studies of Bedlam, Hanwell Asylum and the York Retreat are used as examples to illustrate the treatment of mentally ill patients. The inclusion of local history will provide a context for study and a greater awareness of what history is accessible to them. This study will allow students to build up an understanding of the role of government in dealing with medical issues which will form a foundation for the GCSE topic ‘Medicine Through Time’ and A Level study of ‘Public Health.’</p>		
Historical concepts/Skills	<p>Causation: Students will explore the correlation between an increase in those considered “mad” and the creation of new institutes and treatments. This is the case for the creation of the York Retreat. Students will begin to uncover how people fell into “madness” through using their prior knowledge of the working classes and women in Victorian society.</p> <p>Change and continuity: The main concept of this scheme. Students will explore how attitudes and beliefs to mental illness changed over a span of 200 years. They will track how those with mental illness were initially treated as deviants and put into asylums and prisons and then seen as individuals who needed specific types of care.</p> <p>Similarity and difference: Through the use of historiography, students will explore similarities and differences in the way historians genderise mental health. Furthermore through exploring the monarchy, students may notice similarities in the way those with mental illness were treated, despite their status.</p> <p>Significance: Students will examine reasons behind the increase in “madness” and assess how significant they are when understanding the increase. They will also be required to explain their answers, using data to inform their answers.</p> <p>Evidence: Students will encounter a range of primary and secondary sources. Photographs will be used alongside sketches to illustrate what those who were “mad” looked liked. There will also be resources from the Kew archives to enrich student learning on Hanwell Asylum.</p> <p>Interpretations: Historians Eliane Showalter and Joan Busfield will be the main historiography that students will read in this scheme. This will be supplemented by the work of Mike Jay.</p>	Key words	<p>Animalistic, Asylum, Bedlam, Colonialism, Confinement John Connolly, Degeneracy, Doctors, Enlightenment, Female Malady, Foucault, George III, Henry Maudsley, Hysteria, Incurables, Institutionalisation, Poor Law, Lunacy, Madness, Mania, Non Psychiatry, Non - Restraint, Reform, Shell Shock, Straightjacket, The York Retreat</p>

"The alliance were the main reason for the outbreak of WWI" How far do you agree?			
The Big Picture	<p>This sequence of lessons will explore the long term causes and trigger of the First World War. Students will use their understanding of empire and colonialism to help understand the role of imperialism in the outbreak of the war. Study begins with an exploration of events in the 20th century. Through being presented with a range of important events, students will use their evaluative skills to pick out the most important events, explaining why in comparison to the others. The First World War will be introduced at this point and spoken about to in relation to the other events. Students will then zoom in and explore life in Germany and Russia, touching upon issues like Empire; the Scramble for Africa; and international armed forces. This will set the stage for student understanding of European tensions and conflict. Students will then be introduced to the acronym of MAIN: militarism, alliances, imperialism and nationalism. Students will get the chance to reason in the hypothetical as to if the war would still happen if it wasn't for one of the long term causes. Students will then examine the trigger. They will understand what happened to Archduke Franz Ferdinand through role playing his assassination. Students will spend a second lesson understanding the aftermath of the assassination in which they should recognise the role that alliances play in creating a world war. Students will use this understanding to answer the GEM question "The alliances were the main reason for the outbreak of WWI. How far do you agree?" Students will unpack the question and then use the model of 'Alphonse the Camel' to understand the complexities of causation. This application will further consolidate the relationship between the MAIN causes and the trigger. A second preparation lesson will allow students to understand how to structure their essay through the use of a model structure; students will use their prior experience of essay writing to create and develop a plan. Students will then be given one lesson to write their answer and a follow up DIRT lesson. This enquiry will be followed by a scheme of learning on the experience of colonial soldiers during the war. Thus, it is important that students have a concrete understanding of the causes of the war. In Y13 the students will revisit this question of causation, but add further layers of depth through exploring more widely historical interpretations on the outbreak of the war. The foundations for this are sewn in Y8. Additionally at KS3 students explore the Western Front as a part of their study on 'Medicine Through Time.'</p>		
Historical concepts/Skills	<p>Causation: Students will explore why the First World War happened through looking at the MAIN causes and the trigger which was the death of Archduke Franz Ferdinand. Through the scheme they will develop an understanding of how the different causes link, and begin to evaluate which causes were the most important in starting the war.</p> <p>Change and Continuity: Students will understand the importance of the trigger in creating change within a sphere of intentional competition and global tensions. Students will hypothesise if without the trigger, things would continue as they were.</p> <p>Similarity and difference: Students will compare and contrast the case studies of Germany and Russia and decide where best they think was the best place to live at the turn of the 20th century. They will take into consideration that monarchy and life for the ordinary person.</p> <p>Significance: Students will assess how significant WWI was in the events of the 20th century. They will explore the wider context to understand how significant the war was in shaping the world, but also when comparing the effects other events had.</p> <p>Evidence: Students will encounter primary and secondary sources throughout the scheme. In some cases, primary sources will be used to hook students and create continued interest. However, students will also have the chance to interact with sources more deeply, unpicking details to create foundations for study or deepen knowledge.</p> <p>Interpretations: Students will read historiography by Annika Mombauer to further their understanding of how complex understanding causation is. They will be able to place their arguments into the wider context of historical argument on the outbreak of the First World War.</p>	Key words	Alliance, Army, Asquith, Assassination, Austro - Hungary, Black Hand, Causes, Colonisation, Competition, Empire, Franz Ferdinand, Gavrilo Princip, Germany, Imperialism, Lord Kitchener, Military, Nationalism, Navy, Poverty, Princess Sophie, Putin, Russia, Scramble for Africa, Serbia, Trigger

Was the colonial experience representative of the average WWI soldier?

<p>Big Picture</p>	<p>Students will continue their term wide study of the First World War through exploring the fictional interpretation 'Across the Black Water', a novel by Mulk Raj Anand, to understand the colonial war experience. The enquiry focuses on providing an alternate experience through diversifying and recognising those who fought, and thus moving away from Eurocentric perspectives. Students begin study by exploring the term 'colonial soldier' using their prior learning of empire and imperialism to hypothesise where soldiers came from, thus hooking students through addressing misconceptions they may hold on who fought in the war and where the war was fought. Students will then partake in the guided reading of 'Across the Black Waters,' following, chronologically, the journey of fictional character Lalu: from the moment he steps off a ship into France to the point when he gets captured by German forces. Each lesson will consist of group reading which will then be complemented with the use of primary and secondary sources, as well as historiography, to deepen student understanding of the war so that at the end of the session they are able to evaluate whether Lalu's experience is really representative of 'the average World War I soldier.' Students will be assessed on their understanding of the colonial experience through writing part of Anand's fictional narrative. They will be required to write a piece with a clear three part structure (beginning, middle, end) which clearly links to the book. However, the differentiator of their text is the inclusion of evidence they have encountered in their study which will allow them to add further depth to what Anand has written, or change the narrative by including something he does not write about. The enquiry will end on examining how WWI colonial soldiers are commemorated. Students will have the opportunity to explore how commemoration of colonial soldiers has changed, touching upon why this change has come about in the last 100 years. Students will explore a material history which is very much present around them as students who live and learn in London. This topic fits into the wider curriculum as the central element of the enquiry is diverse histories which is explored at every Key Stage. Furthermore, this enquiry may be viewed as an important stepping stone for students studying history at the KS5 level where WWI is the topic of coursework.</p>		
<p>Concepts/Skills</p>	<p>Causation: Students will rely on their understanding of the causes of war to access this enquiry.</p> <p>Change and continuity: Students will explore how experiences of the war changed over the four years it was fought. Through using the novel, students will also be able to track Lalu's opinions and attitude to the war from the moment he steps off the ship to Marseille to the point he is captured by German forces.</p> <p>Similarity and difference: The enquiry is primarily based on this concept. Students will assess how similar or different Lalu's experience was with the 'average' world war soldier. This comparison is one that will come up repeatedly throughout the course of study, allowing students to see the points where there is convergence and divergence.</p> <p>Significance: Students will be required to make note of significant events they learn about through their primary and secondary evidence as a means to utilise it when they write a narrative.</p> <p>Evidence: Primary and secondary materials will be used to support study. Students will have the opportunity to interact with photographs, diary entries, poetry, newspaper reports and material artefacts. This will enrich their learning and inspire their writing.</p> <p>Interpretations: Students will interact with BAME historians throughout this study. The main historian they will use will be David Olsugo who writes widely on the different frontiers of the war. They will also rely on the historiography from their previous term of study in this scheme of work.</p>	<p>Key words</p>	<p>Scramble for Africa, Prince Albert, Alien, Mulk Raj Anand, Artefact, Artillery, Camaraderie, Cenotaph, Colonial, Colonisation, Competition, East India Company, Empire, Empress of India, Flame thrower, Guns, Homesick, Imperialism, India, Lalu, Queen Victoria, Machine Gun, Navy, Soldier, Tear Gas, Trenches, Triple Alliance, Triple Entente, Viceroy of India, Weaponry</p>

How did the role of women in society change from Pankhurst to Thatcher?			
The Big Picture	<p>This topic study focuses on exploring the role of women throughout the 20th century. Several themes will run throughout the enquiry allowing students to understand change and continuity over the span of 100 years. One such is the theme of suffrage; students will build on their knowledge of the Peterloo Massacre and the Chartists using this as a foundation to understand why women wanted the vote. The enquiry will begin in the 1910s with the work of the suffragists and suffragettes. Students will understand the role of women in society and the reasons for why suffrage was now being demanded for by women; leading figures like Emmeline Pankhurst and Sophia Duleep Singh will be at the fore. The work of historian Jane Purvis will be used to explore the importance of Pankhurst within the women's suffrage movement. This will lead to the start of the First World War and students understanding how a total war allowed women certain freedoms of work and moving out of the domestic sphere. Students will identify, and then be able to explain, how the war led to the 1918 Representation of People Act and the 1928 Equal Franchise Act. After each piece of legislation, students will evaluate how effective they were in achieving universal female suffrage. Students will continue their study of the 1920s through learning of the golden age in which culture and leisure was celebrated. Students will learn about the changes to female appearance and roles in society and how widespread this was; students should appreciate that this was not only a British phenomenon but rather something more eurocentric. From this point, students will continue their study into the Second World War where they will identify how another female war effort increases the importance of women and the dependence on them. The iconic "We can do" will help illustrate the attitudes and beliefs of women as well as help students understand how propaganda could be used to encourage more women to take up the cause. The 50s and 60s are a time of continued progress as students learn about new opportunities in the workplace but a continuation of unequal practices. The enquiry will end with exploring Margerat Thatcher; this will allow students to see the progression of women from being unable to vote to a woman becoming prime minister. Students will have a chance to explore what Thatcher did whilst in power as well and investigate why Thatcher is such a decisive figure. There is no GEM as part of the enquiry, but there will be formative assessment in each lesson through questioning and written based activities. This scheme of learning will set the scene for further study into the 50s, 60s and 70s in Year 9. There is also further study of the Golden 20s at GCSE and A Level.</p>		
Historical concepts/Skills	<p>Causation: Students should be able to identify how the two world wars propelled forward the progression of women in their roles in society as well as in achieving the vote.</p> <p>Change and continuity: The enquiry is focused on how, and why, the role of women changes throughout the 20th century. Students will be able to draw conclusions on what aspects of life changed, or continued to remain the same. Students should notice that in some cases whilst there was change, it took time for progress to be accepted.</p> <p>Similarities and difference: The issue of class will be discussed in lessons as students will be able to identify the nuances in female experiences within classed society. Similarly, the issue of race will also be discussed in this manner.</p> <p>Significance: Students will judge individuals and events and how this led to progression for women.</p> <p>Evidence: Primary and secondary sources will be used in exploration of the themes of the enquiry. This includes photographs, audio clips, newspapers and magazines.</p> <p>Interpretations: Historiography will be used alongside historical evidence. Historians including Jane Purvis and Robert Saunders will be used to deepen student understanding of important figures in this scheme of learning.</p>	Key words	<p>Charter, Chartists, Cholera, Class, Davidson, Distribution, Equality, Force feed, Health, Industrialisation, Iron Lady, Middle class, Militant, Mobility, Munitions, O'Connor, Pankhurst, Poverty, Power, Prison, Public, Representation, Rights, Riot, Social, Squalor, Strikes, Struggle, Suffrage, Suffragettes, Suffragists, Thatcher, World Wars, Workers</p>

Why was India still under British control in the 1920s?			
The Big Picture	<p>This period study explores India, and her relationship with Britain, during the 1920s. The scheme centers around the second order concept of change and continuity in which students will use their prior understanding of the British Empire to help navigate the scheme. Many students are also learning a very personal history. Students will begin by exploring Indian views of British rule; they will notice the difference in views but should be able to notice the similar themes of equality, power and independence. Students are then taught about the Jallianwala Bagh massacre and the role of General Dyer. Students understand how horrific the event was and how it garnered a negative reaction from both the British and Indian people. The two part lessons ends with students exploring the Rowlatt Act and the impact it has on the freedoms of the Indian people. Study then moves to exploring significant individuals who influenced the independence movement in the decade of the 1920s; students may be familiar with names like Bhagat Singh and Mohandus Gandhi and may use their own knowledge to supplement their study. Students will be taught about Gandhi's vision of Hind Swaraj by using non cooperative measures which included going on hunger strike. Students may notice the stark difference in Gandhi's appearance to other politicians despite having the same rhetoric and attitudes. Students will spend a second lesson on Gandhi and evaluate how successful Gandhi's methods were in achieving progress. Students will then be introduced to the third branch of the independence story through studying Muhammed Ali Jinnah and the Muslim League. Students will uncover who the group was and what they wanted; similarities and differences between the Indian National Congress may be drawn. The final group that students will study are the Young Hooligans. Having studied Gandhi's approach to independence, students will notice a distinct difference through the use of violence and technology to achieve the same goal. The scheme will end with students studying different interpretations of India under British control and then write a GEM based on this. This scheme is essential for the study of History at a higher level; at KS5 students revisit the events in this scheme in further depth.</p>		
Historical concepts/Skills	<p>Causation: Students will use their prior learning of empire and imperialism to understand the position that India was in in the 1920s.</p> <p>Change and continuity: The enquiry is focused on if there is change to British Indian in the 1920s. students will encounter a range of forces who are working to create change and a progression towards independence, but whether or not they achieve this is a central issue to the scheme.</p> <p>Similarities and difference: The issue of race and caste will be discussed in the scheme. Students will recognise the differing experiences of different groups living in India, and how they worked to achieve the universal goal of independence.</p> <p>Significance: Students will judge how different groups attempt to achieve independence and how successful each is in creating change and progression.</p> <p>Evidence: Primary and secondary sources will be used to create and support learning. Students will use visual sources like photographs and maps as well as written sources like excerpts from Hind Swaraj.</p> <p>Interpretations: The work of historians like Kim Wagner and Chris Moffat will be used alongside evidence to further deepen student understanding and knowledge.</p>	Key words	<p>Amritsar, Boer War, Bose, Caste, Chauri Chaura, Congress, Crawling Order, Empire, Freedom, Gandhi, General Dyer, Hind Swaraj, Hunter Commission, Imperialism, Independence, Indian National Congress, Jallianwala Bagh Massacre, Jinnah, League, Modernity, Muslim League, Nationalism, Nehru, Purna Swaraj, Rowlatt Act, Salt March, Satyagraha, Swaraj, Violence, Young Hooligans</p>