

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	The Reformation begins in German	How did Luther's protest become so big so fast?	• The Church came under heavy criticism from a number of reformist thinkers in the early sixteenth century. • The ideas of these reformers were not uniform. Luther's ideas evolved and were adapted as they spread across the continent, and were subject to continual debate and reinterpretation. • There were numerous attempts to encourage reformists to reach a compromise, but these usually ended in failure. • The ideas of reformist thinkers challenged the traditional authority of the Papacy. This had a significant impact on the dominant position of the Roman Catholic Church in Europe. • The Reformation had a far-reaching impact beyond the sphere of religion. New ideas fundamentally altered people's lives and habits, with changes affecting beliefs, laws, landscapes and village life. • The new ideas of the Reformation had a significant impact on European politics, with Christian denominations becoming a controversial and divisive aspect of relations between nation states. • Religious beliefs were held with conviction – new ideas and beliefs posed fundamental challenges to an individual's and community's way of life. Disciplinary • Students identifying cause and effect relationships (reasons for popular support for Luther's protest/reasons for support for Luther's protest growing so quickly) • Students weighing the relative importance and role of factors. • Students ascribing roles to causes (e.g. motivating/driving causes and enabling causes)	• End of topic task (assess substantive and disciplinary knowledge) • Autumn term summative assessment (features chronology, knowledge test and extended answer question on topics covered so far)

	Reformation and rebellion in an English village	What changed in the village of Morebath between 1520 and 1574?	• The Reformation was a decisive revolution in English history, but it was resisted from below in many areas of England. • The people of Morebath consistently resisted commands from Tudor monarchs that attempted to weaken traditional Catholic practices. • Over time, Morebath gradually and partially conformed with the Tudor monarchs' commands so that by the middle of Elizabeth I's reign, it looked and felt like a fundamentally Protestant village. Disciplinary • Micro-studies zoom in on a particular time and place to focus on the lives of ordinary people. This is known as 'history from below'. • Change and continuity are often interwoven. Some things change whilst others remain stable, or change far more slowly. Change can be described as a flow over a longer period of time in terms of pace, extent, trends or specific turning points. Flows of change might have greater importance than individual events.	
--	---	--	--	--

	Elizabethan exploration	What connected Elizabeth and the Elizabethans to the wider world?	Substantive: - Elizabeth England, particularly London, was a place where foreign visitors were not uncommon. England was more connected to the wider world than historians have previously thought - Elizabethan England was aware of, and traded with, non-European states such as Morocco. - Figures such as Drake and Raleigh were not mere 'explorers', but led expeditions that sought to colonise and extract wealth - Elizabeth's defence of her throne relied on the violent repression of challenges (e.g. Mary, Queen of Scots' execution and the defeat of the Spanish Armada). - Colonisation was not just a New World phenomenon. Ireland was treated as an English colony with varying levels of assimilation and domination. Disciplinary: - Students' understanding of diversity is not just limited to one theme (e.g. religion). Students will be able to detect and analyse patterns of diversity in terms of geographic region, religion, status, nationality, and gender	
	The Mughal Empire	How can we tell the story of Nur Jahan? sources and interpretation	Substantive - The Mughals were a Muslim royal dynasty who ruled over a vast area of the Indian subcontinent, relying on officials to control local regions such as Bengal. - Mughal emperors were very wealthy; a great deal of their wealth came from taxation. Mughal emperors could tax 100 million people living in their empire. - Nur Jahan travelled with Jahangir and helped him govern by making alliances with powerful noblemen. In the 1620s, she defied traditional expectations of women by ruling the Mughal Empire in her own right, issuing imperial orders and making decisions about land disputes and taxation.	

			Disciplinary Students explicitly using a variety of source types to tell their story about Nur Jahan, including: paintings; artefacts such as coins; written sources such as imperial orders	
Spring	Puritanism and politics	When did England come closest to being a Puritan society?	Substantive - Puritans were English Protestants who believed that the Reformation in England had not gone far enough. They wanted to 'purify' the English Church of any remaining traces of Catholicism, and to cleanse the English people of sin. - During the first half of the seventeenth century, Puritans grew in number and influence in society and politics - Parliament's victory in the Wars of the Three Kingdoms led to the execution of Charles I and a period of Republican rule. This placed Puritans in control of the country - After the Civil War, Puritans used their influence in the army and Parliament to enforce Puritan laws. However, they failed to change the attitudes and beliefs of the English people at a deeper level Disciplinary - Students consider the ways Puritans moved both closer to, and further away from, their aims between 1559 and 1659 (i.e. change is a complex process/flow rather than occurring in a single direction or event).	- End of topic task (assess substantive and disciplinary knowledge) - Spring term summative assessment (features chronology, knowledge test and extended answer question on topics covered so far)
	The Transatlantic slave trade	How much change did the Transatlantic Slave Trade bring to Ghana, Bristol and the Caribbean?	Substantive - West African people had complex, varied and internal lives prior to their enslavement, which can be forgotten when people are viewed solely as enslaved. - The Middle Passage involved enslaved people being transported from West African countries to the Caribbean, including Jamaica. - Many enslaved people died during the Middle Passage from a combination of disease, suicide and revolts. Disease was worsened by	

			overcrowding, lack of food, water, sanitation and shackling enslaved people together. • 12.5 million Africans were trafficked across the Atlantic • Enslaved people sought escape from enslavement on plantations. This included running away. • The triangular trade began in ports such as London, Bristol, Liverpool and Amsterdam before moving towards West Africa and Jamaica • Women were involved in the transatlantic slave trade, as consumers in Britain and in plantation management. Disciplinary • For students to understand the transformative nature of the transatlantic slave trade and how its impacts of not just been felt in one place. • That this was not a passive story; people had things forced upon them but also had their own agency and fought back and resisted. • The world is connected: nothing in history happens in isolation and what happens in one part of the world has an impact on the other parts of the world.	
Summer	British colonisation	What did British colonialism look like in the nineteenth century?	Substantive • Students will learn about the political, economic, social/ cultural features of British colonialism and how indigenous people resisted colonisation in three contrasting colonies: British Jamaica, The British Raj and Ireland. Disciplinary • Identify similarities and differences in the colonisation of these different parts of the world in terms of the process of colonisation and the impact of colonisation. Through this students will challenge generalisations and misconceptions about British colonialism.	• End of topic task (assess substantive and disciplinary knowledge) • Summer term summative assessment (features chronology, knowledge test and extended answer question on topics covered so far)

	The Industrial Revolution	What can historians infer about industrial worlds from working people's voices?	Substantive • The Industrial Revolution brought about a momentous change in working people's lives as new technology, such as new inventions that sped up spinning and weaving, began to be used to mass-produce goods such as textiles in new factories. • Silk and cotton (harvested by enslaved Africans on plantations in the American south) began to be used to make cloth, alongside traditional wool and linen cloth. • Most of the textile industry in England was centred in northern England. • Historian Emma Griffin studied over 350 workers' autobiographies to find out how the new mills affected workers; she discovered that men were called upon to take up the hardest and most dangerous occupations, but men also had the opportunity to learn skills and earn better wages. Children gained little. When married, women were shut out of the new opportunities. Disciplinary • Students infer evidence from autobiographies in order to establish evidence about workers' experiences and perspectives	
	19th century political history	How did ordinary people win the vote 1800s-1918?	Substantive • Chartism • The Great Reform Acts (19th century) • Women's suffrage Disciplinary • Causation	