

Year 8 Long Term Plan History					
<p>Domains of knowledge <u>(all need to be in this box, same across all KS)</u></p> <p>Ancient History What key features might you expect of an Ancient society? Pupils must have knowledge of some Ancient societies, as well as differences between them. National curriculum requirements: Local History study: a study of an aspect or site in local history dating from a period before 1066. British History pre 1066.</p> <p>Medieval History What key features might you expect of a Medieval society? Pupils must have knowledge of some Medieval societies, as well as differences between them. National Curriculum requirements: Church, state and society in Medieval Britain 1066-1509.</p> <p>Modern History What key features might you expect of a Modern society? Pupils must have knowledge of some Modern societies, as well as differences between them. National Curriculum requirements: Church, state and society in Britain 1509-1745. National Curriculum requirements:Ideas, political power, industry and empire: Britain 1745-1901. National Curriculum requirements: One study of a significant society or issue in world history and it’s interconnections with other world developments: USA 20th Century</p> <p>British History The National Curriculum states that pupils at KS3 should ‘know and understand the history of these islands as a coherent, chronological narrative. National Curriculum requirements: Ideas, political power, industry and empire: Britain 1745-1901. National Curriculum requirements: Challenges for Britain, Europe and the wider world 1901 to the present day.</p> <p>The Holocaust – the National Curriculum specifies that this must be taught</p> <p>The work of the historian Historical sources – what is ‘evidence’? Historians’ writing & how to present an argument How to use other historians’ work</p>			<p><u>Key concepts (same across all KS)</u></p> <ul style="list-style-type: none">● Cause● Consequence● Change and Continuity● Similarity and Difference● Historical significance● Sources and evidence● Historical interpretations● Power		
Year 8					
Enquiry 1		Enquiry 2		Enquiry 3	
<p>Unit Title: Why did the English feel they had to kill their king in 1649?</p>	<p>Unit Length: 8 weeks: 2 hours per week.</p>	<p>Unit Title: Why was it so difficult to abolish slavery?</p>	<p>Unit Length: 8 weeks: 2 hours per week.</p>	<p>Unit Title: How far did the agricultural, social, economic, industrial and transport changes in the period 1750-1900 amount to progress for the people of Britain?</p>	<p>Unit Length: 8 weeks: 2 hours per week.</p>
<p>Domains knowledge <u>Taken from the top left box)</u> What key features might you expect of a Modern society? Pupils must have knowledge of some Modern societies, as well as differences between them. National Curriculum requirements: Church, state and society in Britain 1509-1745. National Curriculum requirements:Ideas, political power, industry and empire: Britain 1745-1901.</p>		<p>Domains knowledge <u>Taken from the top left box)</u> What key features might you expect of a Modern society? Pupils must have knowledge of some Modern societies, as well as differences between them. National Curriculum requirements: Church, state and society in Britain 1509-1745. National Curriculum requirements:Ideas, political power, industry and empire: Britain 1745-1901.</p>		<p>Domains knowledge <u>Taken from the top left box)</u> What key features might you expect of a Modern society? Pupils must have knowledge of some Modern societies, as well as differences between them. National Curriculum requirements: Church, state and society in Britain 1509-1745. National Curriculum requirements:Ideas, political power, industry and empire: Britain 1745-1901.</p>	

<p>Key concepts</p> <ul style="list-style-type: none"> ● Chronology of the events of the Civil War 1603-1649. ● Causes of the Civil War. ● Consequences of Charles I actions and the Civil War on the Church, state and society. ● Change and Continuity: impact on British History of killing Charles I: 1649 ● Similarity and Difference: Comparison between the king/Parliament: Roundheads and Cavaliers:armies. ● Historical significance: Why Parliament won the Civil War: Why was the Battle of Naseby significant? ● Sources and evidence: James I, Charles I, Key battles of the Civil War. ● Historical interpretations: Charles I religious changes: Victorian versus modern historians interpretations on Charles I execution. 	<p>Key concepts</p> <ul style="list-style-type: none"> ● Chronology of slavery 3000BC-1888 AD. ● Causes of transatlantic slavery. ● Consequences of the slave trade on Africa, the Americas and Britain. ● Change and Continuity: how did African peoples’ lives change, as a result of the slave trade. ● Similarity and Difference: Comparison of slavery today/transatlantic slave trade. ● Historical significance: slaves’ lives in the Americas and the Transatlatic Slave trade world wide. ● Sources and evidence: The Middle Passage and slaves’ lives in the Americas. ● Historical interpretations: different interpretations on the abolition of slavery. 	<p>Key concepts</p> <ul style="list-style-type: none"> ● Chronology of 1750-1900 AD British industrialisation. ● Causes of the Industrial Revolution. ● Consequences of the Industrial Revolution. ● Change and Continuity: How far the Industrial Revolution changed agricultural, society, economy and transport in Britain: the two families. ● Similarity and Difference: Open field system/enclosure ● Historical significance: The impact of the Industrial Revolution on agriculture, society, the economy and transport in Britain. ● Sources and evidence: Childrens’ work during the Industrial Revolution. ● Historical interpretations: on the amount of progress the Industrial Revolution brought to Britain.
<p>Relevant end points: What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline 1603-1649 key events: chronology.</p> <p>Define Civil War key terminology.</p> <p>Explain the events 1603-1649 through sources and evidence.</p> <p>Evaluate: historical interpretations and significance on the impact of religious changes: the significance of the Battle of Naseby 1645 and how this battle helped parliament to win the Civil War: the trial and execution of Charles I 1649.</p> <p>Evaluate the causes and consequences which led to the English feeling they had to kill their king in 1649.</p>	<p>Relevant end points: What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline 3000 BC-1888 AD key events: chronology.</p> <p>Define slavery key terminology.</p> <p>Explain the events of 3000 BC- 1888 AD through sources and evidence.</p> <p>Evaluate: historical interpretations and significance of the slaves’ lives in the Americas/the Transatlantic slave trade world wide and the different historical interpretations on abolition.</p> <p>Evaluate the different historical interpretations and reasons Why it was so difficult to abolish slavery.</p>	<p>Relevant end points: What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline 1750-1900 key events on the Industrial Revolution: chronology.</p> <p>Define Industrial Revolution key terminology.</p> <p>Explain the events of the Industrial Revolution through sources and evidence.</p> <p>Evaluate: historical interpretations and the significance of the impact and progress, the Industrial Revolution had on agriculture, society, the economy and transport in Britain.</p> <p>Evaluate the change, continuity and historical interpretations on how much progress agriculture, society, the economy and transport experienced in Britain 1750-1900, as a result of the Industrial Revolution.</p>
<p>Broken down and sequenced knowledge: Substantive and the work of the historian (teacher job)</p> <p>What is Civil War: overview 1603-1649 of key events: timeline: Chronology.</p> <p>Who were James I and Charles I : Elizabeth I and the succession James VI of Scotland/James I/character of James I Charles I/character of Charles I/Divine Right : Similarities/differences</p> <p>What decisions did Charles make that led to Civil war: Long term causes: Divine Right/Henrietta Maria/Puritans/Religious Reform/Archbishop Laud/ Prayer Book Rebellion 1637 Scotland/Court Star Chamber/Ship Money/Short term causes: Short Parliament/Long Parliament/Irish rebellion/The Grand Remonstrance/arrest of 5 MPs: John Pym: Political/Religious/Economic: causes and consequences</p> <p>What were the differences between the Roundheads and Cavaliers?: Who were the Royalists? Who were the Parliamentarians? Differences/Puritans/Diggers/Levellers/how families chose to support.:What were the differences between the Roundheads and the Cavaliers? similarities/differences</p>	<p>Broken down and sequenced knowledge: Substantive and the work of the historian (teacher job)</p> <p>What is slavery: compariosn to modern day slavery: overview 3000 BC- 1888 AD: of key events of slavery: Early slavery 5000 years ago/Ancient slavery 200 years ago/Medieval European slavery 1000 years ago/Globalised slavery 500 years ago/Decline of slavery/Slavery today timeline: Chronology.</p> <p>What was Africa like in the 1600s? What was Benin and Songhai like and how did the slave trade impact Africa? African kingdoms: African Kingdoms/Mansa Musa Emperor of Mali/successes/trade/manufacturing/multicultural/religiously diverse/climate terrain/links to other countries/migration/ learning/science/medicine/women slaves harems sold to Arabs/Ottomans/African slaves/Indian armies/African governors/The kingdom of Benin 15th century/successes of African kingdoms/ how slavery emerged/initial impact slavery had on Africa and how did the slave trade impact Africa: sources and evidence: cause and consequence.</p> <p>What was the Transatlantic Slave Trade and who was responsible for it?</p>	<p>Broken down and sequenced knowledge: Substantive and the work of the historian (teacher job)</p> <p>Overview timeline 1750-1900: key events:Industrial development: historical overview/change/continuity /Britain 1745/Britain1850/Britain 1900/ housing/health/work/leisure/travel/education/How did Britain change from 1745-1900: Chronology: similarity and difference: Change and continuity.</p> <p>What were the effects of the Agricultural Revolution on Britain? 1740 increasing population/ selective breeding/open field system/enclosure/crop rotation/farm machinery/the effects of the Agricultural Revolution. Cause and consequence.</p> <p>How did the development of efficient transport aid the growth of factories? Development of canals/railways/ transport of goods/growth of factories/steam power/growth of towns/domestic system/Luddites/How did the development of efficient transport aid the development of factories and towns: sources and evidence.</p>

<p>Who had the better army in the English Civil War and why was the Battle of Naseby significant? key battles/Edgehill/Adwalton Moor/Roundway Down/Marston Moor/Newbury/New Model Army 1645/Self-Denying Ordinance/New Model Army Ordinance/Why did Parliament win the Civil War? Organisation/weapons/ cavalry/infantry/the Battle of Naseby: historical interpretations and historical significance.</p> <p>Why was Charles I put on trial in 1649? Why was Charles I put on trial/Disagreement how to treat Charles/Charles refusal to plead/blame for the war/years of political/religious/economic difficulty/Execution January 1649: Victorian versus modern historians interpretations on Charles I execution: historical interpretations.</p> <p>Why did the English feel they had to kill their king in 1649? Cause and consequence.</p> <p><u>Key terminology/spelling:</u></p> <ul style="list-style-type: none">• Reformation/Catholic/Protestant/Church of England/Arminian/Puritan/tax/William Laud/Personal Rule/Triennial Act/Tyranny/Divine Right/Court of the Star Chamber/The Short Parliament/ The Long Parliament/Grand Remonstrance/Rebellion/• Ship Money/Royalist/Parliament/Roundhead/Cavalier/New Model Army/Self -Denying Ordinance/New Model Army Ordinance/cavalry/infantry/artillery/Battle of Naseby/Trail/Execution	<p>The triangular trade worked/ assess to what extent who was responsible for the transatlantic slave trade/African slaver/European monarch/plantation owner/sailor/West African leader/Captain of a slave ship/European banker/European factory owner/European textiles factory worker/ large extent/partly/little/not at all: cause</p> <p>What role did Liverpool and Wirral play in the slave trade? Local History/Liverpool/role transatlantic slavery/Sir Thomas Johnson/Foster Cunliffe/Bryan Blundell/Street names/development of Liverpool/Education/supporting the poor/historiography/scholarship Anthony Tibbles/'The Neston' by local historian, Anthony Annakin-Smith. What role did Liverpool and Wirral play in the slave trade: sources and evidence.</p> <p>What was the Middle Passage? Horrors of the Middle Passage/ conditions/deaths/disease/treatment: sources and evidence.</p> <p>What were slaves' lives like in the Americas? Define auction/slave auction/process/inspection/families split/life on the plantation/legal rights/field slaves/domestic slaves/punishments/labour:sources and evidence: historical significance.</p> <p>How did slaves rebel and show resistance? Fear/weapons/resistance dangerous/punishments/cultural resistance/language/music/dance/drums/coded messages/ religion/maroons/Nanny/Jamaica/Haitian Revolution 1791-1804/ rebellion and resistance: historical interpretations:</p> <p>The road to abolition and Why it so difficult to abolish slavery. Enlightenment/equality/Thomas Clarkson/Ottobah Cugoano/Olaudah Equiano/William Wilberforce/Women's anti-slave trade/British abolition 1807/British leaders/slaves/reduced profits in slavery/most significant factor/opposition to abolition/Why was it so difficult to abolish slavery: historical interpretations</p> <p><u>Key terminology/spelling:</u></p> <ul style="list-style-type: none">• Slavery/Benin/Songhai Empire/Transatlantic/Triangular Trade/Foster Cunliffe/Slave trader/Liverpool/Bristol/London/Africa/Atlantic Ocean/Americas/West Indies/Europe/Port/Tobacco/Sugar/Cotton/Rice/Spanish/French/Dutch/Colony/• Middle Passage/auction/Plantation/Middle Passage/Iron Chains/Iron collar/leg shackles/Punishment/Auction/Field slaves/Domestic slaves/Rebellion/Mutinies on ships/ Maroons/Haitian Revolution/Abolition/Thomas Clarkson/William Wilberforce.	<p>How far did working conditions during the Industrial Revolution improve? Child labour/adult labour/working/Conditions in mines/flooding/explosions/dangers of mines/types of deaths in mines/child labour/cheap labour/trapper/source analysis/Danny's story/dangers/solutions/Mines Act 1842/improve conditions/pay/punishments/beatings/fines/overseer/hours/piecer dangers working day/government inspectors/Lord Londonderry/opposition to factory work/support for factory work/reasons/ laissez faire/reformers/ Consequences/ Factory Acts: 1833/1842/1847/How far did working conditions during the Industrial Revolution improve: Change and continuity: sources and evidence.</p> <p>Why did Liverpool stink and how far did living conditions change during the Industrial Revolution? Living conditions in Liverpool during 1800s/slum housing/dirt/poor sanitation/ rubbish/water pump/John Snow/poverty/working class/disease:Change and continuity: historical sources and evidence.</p> <p>How did the poor living conditions of the Industrial Revolution lead to increasing crime and progress? Living conditions in Liverpool during 1800s/slum housing/dirt/poor sanitation/ rubbish/water pump/poverty/working class/disease/ Rookeries/Liverpool/types of crime/robbery/burglary/pickpockets/food/vagrancy/drunkenness prostitution/business fraud/who caught the criminals?/Metropolitan Police Act 1829/ chronology of intervention 1842/1850/ assess the true criminal cases/change to the police force/scientific progress/body temperature/poisons/bullet matching/blood/photography/finger prints/How did the increase in crime during the Industrial Revolution, lead to progress Case study: how the living conditions of the Industrial Revolution led to Britain's first serial killer: victims of Jack Ripper/how were the victims murdered/complete chart/police report on crime scene/source analysis/police investigation/witnesses/postmortem/house to house/psychiatric hospitals/problems police faced in their hunt for Jack the Ripper/police failure/the press/the Ripper's letters/Whitechapel vigilance committee. Sources and evidence: Historical significance:chronology.</p> <p>Did the Industrial Revolution bring about progress and improvement 1750-1900: Great Exhibition 1851/Education/medicine/public health/Leisure/Industry/family life/speed of change: Historical interpretations: change and continuity.</p> <p><u>Key terminology/spelling:</u></p> <ul style="list-style-type: none">• Industrial Revolution/ Agricultural Revolution/selective breeding/open field system/enclosure/crop rotation/domestic system/Luddites/trapper/piecer/ laissez faire/reformers/ Factory Acts/slum/sanitation/Cholera/John Snow/Rookeries/vagrancy/Metropolitan Police Act 1829• pickpockets/poisons/bullet matching/Jack Ripper/postmortem/White Chapel Vigilance committee/Great Exhibition/Progress.
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Formal formative: <ul style="list-style-type: none"> Knowledge retrieval test: Mid-enquiry assessment: multiple choice factual knowledge. 	Formal formative: <ul style="list-style-type: none"> Knowledge retrieval test: Mid-enquiry assessment: multiple choice factual knowledge. 	Formal formative: <ul style="list-style-type: none"> Knowledge retrieval test: Mid-enquiry assessment: multiple choice factual knowledge.
Summative assessment: <ul style="list-style-type: none"> Assessment end of unit enquiry question: Why did the English feel they had to kill their king in 1649? 	Summative assessment: <ul style="list-style-type: none"> Assessment end of unit enquiry question: Why was it so difficult to abolish slavery? Summative assessment on Why did the English feel they had to kill their king in 1649 and why was it so difficult to abolish slavery. 	Summative assessment: <ul style="list-style-type: none"> Assessment end of unit enquiry question: How far did the agricultural, social, economic, industrial and transport changes in the period 1750-1900 amount to progress for the people of Britain?

Year 8 Long Term Plan History

Vision statement (habit 1)

The wider Co-op values of do what matters most, be yourself, succeed together and show you care.

Domains of knowledge (all need to be in this box, same across all KS)

Ancient History

What key features might you expect of an Ancient society?

Pupils must have knowledge of some Ancient societies, as well as differences between them.

National curriculum requirements: Local History study: a study of an aspect or site in local history dating from a period before 1066. British History pre 1066.

Medieval History

What key features might you expect of a Medieval society?

Pupils must have knowledge of some Medieval societies, as well as differences between them.

National Curriculum requirements: Church, state and society in Medieval Britain 1066-1509.

Modern History

What key features might you expect of a Modern society?

Pupils must have knowledge of some Modern societies, as well as differences between them.

Key concepts (same across all KS)

- Cause
- Consequence
- Change and Continuity
- Similarity and Difference
- Historical significance
- Sources and evidence
- Historical interpretations
- Power

National Curriculum requirements: Church, state and society in Britain 1509-1745. National Curriculum requirements:Ideas, political power, industry and empire: Britain 1745-1901. National Curriculum requirements: One study of a significant society or issue in world history and it’s interconnections with other world developments: USA 20th Century			
British History The National Curriculum states that pupils at KS3 should ‘know and understand the history of these islands as a coherent, chronological narrative. National Curriculum requirements: Ideas, political power, industry and empire: Britain 1745-1901. National Curriculum requirements: Challenges for Britain, Europe and the wider world 1901 to the present day.			
The Holocaust – the National Curriculum specifies that this must be taught			
The work of the historian Historical sources – what is ‘evidence’? Historians’ writing & how to present an argument How to use other historians’ work .			

Year 8					
Enquiry 4		Enquiry 5			
Unit Title: How did the British Empire develop and why was British rule in India so controversial 1492-1900?	Unit Length: 7 weeks: 2 hours per week.	How much of an impact has migration had on the development of Britain since 1066 to the 21st century? Thematic study: Link to Year 7 enquiry 1	Unit Length: 4 weeks: 2 hours per week.		
<u>Domains knowledge</u> Taken from the top left box) What key features might you expect of a Modern society? Pupils must have knowledge of some Modern societies, as well as differences between them. National Curriculum requirements: Church, state and society in Britain 1509-1745. National Curriculum requirements:Ideas, political power, industry and empire: Britain 1745-1901.		<u>Domains knowledge</u> Taken from the top left box) National curriculum requirements: Local History study: a study of an aspect or site in local history dating from a period before 1066. British History pre 1066. National Curriculum requirements: Church, state and society in Medieval Britain 1066-1509. National Curriculum requirements: Challenges for Britain, Europe and the wider world 1901 to the present day.			
<u>Key concepts</u> <ul style="list-style-type: none">● Chronology of 1492-1900.● Causes of the development of the British Empire and the controversy of British rule in India.● Consequences of the development of the British Empire and British rule in India.● Change and Continuity: how far the British Empire changed life for people in the colonies and India.● Similarity and Difference: Life in Britain compared to British rule in India.● Historical significance: of the development of the British Empire and rule in India.● Sources and evidence: on British expansion in India.● Historical interpretations:on British rule in India..		<u>Key concepts</u> <ul style="list-style-type: none">● Chronology of 1066-21st century.● Causes of migration to Britain: religious, economic, .● Consequences of migration to Britain.● Change and Continuity: how far life in Britain changed due to migration up to present day.● Similarity and Difference:● Historical significance: political, economic and social significance of migration to Britain. .● Sources and evidence: on migration of the Jew, Huguenots, the Irish and : life for West Indians in Britain.● Historical interpretations: on Jewish migration and 2014 article newspaper articles on the impact of migration.			
<u>Relevant end points:</u> What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline 1492- 1900 key events: chronology development of the British Empire. Explain the events of 1492-1900 through sources, evidence and the work of the historian. Evaluate: historical interpretations of British rule in India and why it was so controversial. Evaluate the historical significance of the British Empire and British rule in India.		<u>Relevant end points:</u> What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline 800,000 BC-present day key events: chronology of migration. Explain the events of 1066-present day through sources, evidence and the work of the historian. Evaluate: historical interpretations of Jewish migration and present day migration.			

	Evaluate the historical significance of political,economic and social importance of migration.	
<p>Broken down and sequenced knowledge: Substantive and the work of the historian (teacher job)</p> <p>Overview timeline 1492-1900 key events: development of the British Empire: Chronology.</p> <p>What were the origins of the British Empire? Empire map work British Empire/1492 Columbus's discovery of the Americas/Spanish Empire gold/silver/Elizabeth I/desire for success/competition Spain/ Sir Francis Drake/Sir Walter Raleigh/ Early English colonies in America/The Virginia Company/King James I/Indentured Labourers/The Pilgrim Fathers. sources and evidence.</p> <p>How did the British Empire develop in the 1600-1800? Growth of the British Empire/Europe/Canada/Cuba/North America/West Africa/West Indies/Philippines and India/The loss of the 13 colonies/ Seven Years War 1756-1763 against the Dutch/economic developments/1775 American War of Independence:chronology:cause and consequence: historical significance.</p> <p>How was India ruled? The Mughal Empire/decline of the Mughal Empire/Akbar the Great 1556-1605/religious freedom/Emperor Aurangzeb 1618-1617/1793 Persian invasion of India/India divided: sources and evidence.</p> <p>Why did British influence develop in India? East India Company Expansion Robert Clive/Indian alliance Mir Jafar/Bengal/1763 overthrow of Mir Qasim by the British/control of Bengal/ Lord Richard Wellesley/Governor-general 178-1805/increase British power in India/defeat of the Mysore and Marathas/ James Ramsay/Governor general 1848-1856/Doctrine of Lapse/military action. Cause and consequence: sources and evidence.</p> <p>How far did British rule impact India? Trade and industry/Agriculture/governing India/Law and order/language and culture/irrigation/cash crop/caste: Change and continuity: sources and evidence.</p> <p>How can British rule be interpreted in India? Three different interpretations: Dadabhai Naoroji/DR Bhimrao Ambedkar/Lawrence James/Shashi Tharoor: historical interpretation: similarities and differences.</p> <p>Why was there resistance to British rule in India? Reasons for rebellion/1857 rebellion/ Sepoys/Bahadur Shah Zafar/Consequences/1858 Act of India/British Raji: cause and consequence.</p> <p>How and why did Gandhi resist British rule? Who was Gandhi/1915 arrival in India/Satyagraha/Rowlatt ActsMassacre/reactions to Amritsar/methods of protest/non-cooperation/Declaration of Independence/Salt March/</p> <p>How did India achieve Independence from Britain by 1947 and why was India divided? Quit India Movement 1939/WW2/Japanese attack/INC leaders arrested/Indian Loyalty to Britain/agreement withdraw after WW2/1947 end of British rule in India/Death of Gandhi Jan 1948/ division of India/Pakistan/Bangladesh/ How did India achieve independence from Britain by 1947: cause and consequence: sources and evidence.</p>	<p>Broken down and sequenced knowledge: Substantive and the work of the historian (teacher job)</p> <p>Overview timeline 800,000 BC key events: development of migration: Chronology.</p> <p>Who were the early migrants and settlers of Britain and what drove people to migrate? Recap Year 7 work/Celts/Romans/Vikings/Anglo-Saxons/ reasons for migration. Chronology: Causes.</p> <p>Why did religion drive people to migrate in the 16th and 17th centuries? Jews/Huguenots/Puritans/MayFlower/religious persecution: Cause: historical interpretations.</p> <p>Why did the Irish migrate and what was life like for an Irish immigrant? Reasons for Irish migration/economic migration/poverty/population//English landlords/1845 potato famine/USA/Canada/Great Britain/slums/cities/racism/middle class Irish: Cause and consequence: sources and evidence.</p> <p>Were those who arrived on the Windrush welcomed in Britain? British Empire/overview/what the Empire looked like in 1945/1948 Windrush/Reasons for migration/workers/NHS/transport/rebuild Britain/racism/1958 race riots/1967 National Front/1968 Enoch Powell "Rivers of Blood." Cause and consequence: sources and evidence.</p> <p>How have migrants changed Britain? The Celts/Vikings/Anglo-Saxons/Romans/Jews/Huguenots/PuritansWest Indians/The Irish. Change and continuity.</p> <p>What influence have migrants had in the long term? Political/Economic/Social?parliament/Industrialisation/Second World War/NHS/Food/- 2007/2011 census/2016 referendum/Brexit/2019: Change and continuity: sources and evidence.</p> <p>How much of an impact has migration had on the development of Britain since 1066 to the 21st century?: Historical interpretations of migration 2014.</p>	
<p>Formal formative:</p> <ul style="list-style-type: none"> Knowledge retrieval test: Mid-enquiry assessment: multiple choice factual knowledge. 	<p>Formal formative:</p> <ul style="list-style-type: none"> Knowledge retrieval test: Mid-enquiry assessment: multiple choice factual knowledge. 	

<u>Summative assessment:</u> <ul style="list-style-type: none"> Answer enquiry question: How far did the British Empire develop and why was the British rule in India so controversial? 	<u>Summative assessment:</u> <ul style="list-style-type: none"> Answer enquiry question How much of an impact has migration had on the development of Britain since 1066 to the 21st century? Thematic study: Link to Year 7 enquiry 1. Summative assessment : substantive and disciplinary knowledge assessed in end of year exam on all enquiries. 		