












<p>UNIT 1: Tudor England</p> <p>By the end of this unit of learning all students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate understanding of one key changes to religion of England within the 16th Century. - Demonstrate independent understanding of one consequence associated with Henry VIII's desire for a divorce. - Independently judge the usefulness of one source for learning about the motives behind Henry VIII's dissolution of the monasteries. - Reach an independent conclusion on which historical interpretation they agree with regarding whether Henry VIII brought peace and stability to England or not. - 		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> - Protestant - Anglican - Catholic - Dissolution - Monastery
<p>UNIT 2: Stuart England</p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> - Demonstrate independent understanding of one consequence of the Gunpowder Plot - Independently make relevant inferences about the Mughal Empire from a previously unseen source - Demonstrate independent understanding of the cause of the Civil War - Reach an independent conclusion on whether t he 17th Century was a period of peace or chaos 		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> - Recusancy - Consequence - Civil War - Glorious Revolution - Mughal Empire
<p>UNIT 3: Africa & Enslavement</p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> - Address the helpfulness of sources for learning about Africa before 1500. - Address the significance of individuals and groups in achieving the abolition of enslavement. 		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> - Malia Empire - Enslavement - Triangular Trade - Plantation - Resistance - Abolition -
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> - End of unit assessment based on ambitious checkpoints
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> - End of unit assessment based on ambitious checkpoints
		<p>Knowledge Organiser Link</p>
		<p>Knowledge Organiser Link</p>

		Knowledge Organiser Link
<p>UNIT 4: Industry and Empire</p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> - Address how Britain changed over the course of the 18th and 19th century. - Address the legacy of the British Empire. 		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> - Industrial Revolution - Open Field - Enclosure - Domestic System - Factory System - Empire - East India Company - British Raj
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> - End of unit assessment based on ambitious checkpoints
		Knowledge Organiser Link