

	Term 1: Sept –Dec Content	Term 2: Jan-April Content	Term 3: April - July Content	Desired end of year outcomes
Year 9	<p>1750-1900</p> <p>-Case Study on Genocide ‘Rwanda’- *What is colonialism. How and Why did European countries colonise the rest of the world. *Scramble for Africa and the role of Europe. (emphasis on Belgium and the Congo and the effects of colonisation) *Map work. *Film ‘Hotel Rwanda’ and mindmap of those involved. *Comprehension tasks.</p> <p>-Population Explosion 1750-1900. -What is population? What factors make it increase/decrease? -More births/less deaths/both?</p> <p>-Life in the countryside 1750. Why and how did it change?</p> <p>-A ‘Court for King Cholera’ Identifying unhealthy and dangerous conditions.</p>	<p>-Living Conditions in towns and cities in the 1800’s. -Looking at Health and Hygiene and linking this with disease and sickness. -Examination major Diseases and the symptoms.</p> <p>Role of children in Britain’s Industrialisation. - Pauper apprentices. Conditions in Factories and Effects on the body. Examination of sources. -Coal Mines- Why was more needed? Conditions in Coal mines. Examination of Sources.</p> <p>Law and Order in the 1800’s -The Start of the Metropolitan Police. -Crime in the 1800’s – Types of crimes. -Examining Capital crimes. -Punishments- Imprisonment/ transportation/ Capital Punishment.</p>	<p>-Project on Jack the Ripper and Documentary.</p> <p>-Education and Schools in the 1800’s. Creating a School Prospectus for a school in the 1800’s. Similarities/Differences between today and then.</p> <p>Colonialism Slavery- An introduction -The Golden Triangle- First/Middle/Last Passage. -Conditions on board a Slave Ship. *Tight packed/ loose packed -Case Study ‘The Zhong’ Insurance Fraud Case. -What was Life on a plantation. *Working conditions *Punishments *Resistance -Who were Abolitionists?</p>	<p>-Understand past is divided into periods of time.</p> <p>-Identify and use a range of sources.</p> <p>-Start identifying the motivations of those who create sources.</p> <p>-Starting to understand the reasons for and results of the main events studied.</p> <p>-Recognise the differences between Fact and Opinion.</p> <p>-Display knowledge of aspects of life for different groups.</p> <p>-Start to understand the concept of bias.</p>
				Key Contact Name & Email
Assessment	<p>-Map work task. -Summative Test on Hotel Rwanda. -Identifying the effects of specific changes in the 1900’s.</p>	<p>-Matching Symptoms and Diseases. -Recalling and Identifying the effect of working conditions on child workers bodies. -Identifying capital crimes. *Labelling a policeman’s kit.</p>	<p>-Project on Jack The Ripper – Recording victims/ map work/ inquiry questions/ -Create Prospectus -Identify and describe each passage. -Match individual to motivations.</p>	<p>M Noble Head of History</p>