

	<b>Term 1: Sept –Dec Content</b>	<b>Term 2: Jan-April Content</b>	<b>Term 3: April - July Content</b>	<b>Desired end of year outcomes</b>
<b>Year 9</b>	<p>1750-1900</p> <ul style="list-style-type: none"> <li>-Case Study on Genocide ‘Rwanda’- *Scramble for Africa and the role of Europe. (emphasis on Belgium and the Congo and the effects of colonialisation)</li> <li>*Map work.</li> <li>*Film ‘Hotel Rwanda’ and mindmap of those involved.</li> <li>*Comprehension tasks.</li> </ul> <p>-Population Explosion 1750-1900.</p> <ul style="list-style-type: none"> <li>-What is population? What factors make it increase/decrease?</li> <li>-More births/less deaths/both?</li> </ul> <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>	<ul style="list-style-type: none"> <li>-Living Conditions in towns and cities in the 1800’s.</li> <li>-Looking at Health and Hygiene and linking this with disease and sickness.</li> <li>-Examination major Diseases and the symptoms.</li> </ul> <p>Role of children in Britain’s Industrialisation.</p> <ul style="list-style-type: none"> <li>- Pauper apprentices. Conditions in Factories and Effects on the body.</li> <li>Examination of sources.</li> <li>-Coal Mines- Why was more needed? Conditions in Coal mines. Examination of Sources.</li> </ul> <p>Law and Order in the 1800’s</p> <ul style="list-style-type: none"> <li>-The Start of the Metropolitan Police.</li> <li>-Crime in the 1800’s – Types of crimes.</li> <li>-Examining Capital crimes.</li> <li>-Punishments- Imprisonment/ transportation/ Capital Punishment.</li> </ul>	<ul style="list-style-type: none"> <li>-Project on Jack the Ripper and Documentary.</li> </ul> <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>Slavery- An introduction</p> <ul style="list-style-type: none"> <li>-The Golden Triangle- First/Middle/Last Passage.</li> <li>-Conditions on board a Slave Ship.</li> <li>*Tight packed/ loose packed</li> <li>-Case Study ‘The Zhong’ Insurance Fraud Case.</li> <li>-What was Life on a plantation.</li> <li>*Working conditions</li> <li>*Punishments</li> <li>*Resistance</li> <li>-Who were Abolitionists?</li> </ul>	<ul style="list-style-type: none"> <li>-Understand past is divided into periods of time.</li> <li>-Identify and use a range of sources.</li> <li>-Start identifying the motivations of those who create sources.</li> <li>-Starting to understand the reasons for and results of the main events studied.</li> <li>-Recognise the differences between Fact and Opinion.</li> <li>-Display knowledge of aspects of life for different groups.</li> <li>-Start to understand the concept of bias.</li> </ul>
				<b>Key Contact Name &amp; Email</b>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>-Map work task.</li> <li>-Summative Test on Hotel Rwanda.</li> <li>-Identifying the effects of specific changes in the 1900’s.</li> </ul>	<ul style="list-style-type: none"> <li>-Matching Symptoms and Diseases.</li> <li>-Recalling and Identifying the effect of working conditions on child workers bodies.</li> <li>-Identifying</li> <li>*Labelling a policeman’s kit.</li> </ul>	<ul style="list-style-type: none"> <li>-Project on Jack The Ripper – Recording victims/ map work/ inquiry questions/</li> <li>-Create Prospectus</li> <li>-Identify and describe each passage.</li> <li>-Match person to motivations.</li> </ul>	<p>M Noble Head of History</p>