

Year 11

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn	Restoration England 1660-1688	What were Charles II's relations with Parliament like? Life in Restoration England Land, trade and war	• Crown and Parliament: the legacy of the English Civil War and Commonwealth; the restoration of the monarchy; the succession issue; relations and issues with Parliament, finance and religion; the Cabal and 'Party politics'; rule without parliament from 1681. • The Catholic question: plots, including Titus Oates and the Popish Plot and the Rye House Plot; the Exclusion Bill, 1679; James, Duke of York. • Charles II's court: Charles II's character; court life, fashions and the role of the court. • Crisis: Great Plague of 1665; causes and contemporary views; measures to combat; records; results; Fire of London of 1666; causes and contemporary views; results and reconstruction. • Restoration culture: Restoration comedy, theatres and playwrights; the role and status of women; coffee houses; Charles II's patronage of the arts and sciences, including the Royal Society; Samuel Pepys; architecture and design, including Christopher Wren. • Land: the powers of the East India Company; Bombay; Hudson Bay; Tangier; Captain Henry Morgan and Jamaica.	How understanding is assessed Pupils will be able to explain: This option allows students to study in depth the restoration of the monarchy. The study will focus on the major aspects of Charles II's reign considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies. Students will be expected to understand the ways in which key features and other aspects of the site are representative of the period studied. In order to do this, students will also need to be aware of how the key features and other aspects of the site have changed from earlier periods. Students will also be expected to understand how key features and other aspects may have changed or stayed the same during the period.

		The historic environment	• Trade: mercantilism; the Navigation Acts and their impact; slave trade. • War: English sea power; naval warfare, including tactics and technology; conflict with the Dutch, including the Second and Third Dutch Wars; relations with Spain and France.	
Spring	Britain: Migration, empires and the people: c790 to the present day	Conquered and conquerors	• location • function • the structure • people connected with the site eg the designer, originator and occupants • design • how the design reflects the culture, values, fashions of the people at the time • how important events/developments from the depth study are connected to the site.	How understanding is assessed This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world. It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It

		Looking West • Sugar and the Caribbean: piracy and plunder; the development of the slave trade, including John Hawkins; settlements in Barbados and West Indies; the economic and social impact of the slave trade on Britain. • Colonisation in North America: causes and consequences of British colonisation; Raleigh; Jamestown; contact and relations with indigenous peoples; commodities; Pilgrim Fathers; indentured servants; the War of Independence, loss of American colonies. • Migrants to and from Britain: Huguenot migration; Highland clearances; the Ulster plantations.	considers the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire. Students will study the importance of the following factors as they influenced Britain's dealings with the wider world: • war • religion • government • economic resources • science and technology • ideas such as imperialism, social Darwinism and civilisation • the role of individuals. Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences. Students will study how factors worked together to bring about particular developments at a particular time and their impact upon society. This option focuses on the following questions:
		Expansion and Empire • Expansion in India: causes and impact of British control; East India Company; Robert Clive; Warren Hastings; Indian Rebellion (1857); the social, political, cultural and economic impact of empire on Britain and India. • Expansion in Africa: causes and impact of British involvement; trade and missionary activity; South Africa; Egypt; the Scramble for Africa; Cecil Rhodes; the Boer War (1899–1902); imperial propaganda. • Migrants to, from and within Britain: Irish migration to Britain; Jewish migration to Britain; transportation; migration to and within the Empire, including migration of Asians to Africa; migration from rural to urban settings.	

		Britain in the 20th Century	• The end of Empire: the impact of the First and Second World Wars; the impact of Suez; nationalism and independence in India and Africa, including the role of Gandhi, Nkrumah and Kenyatta. • The legacy of Empire: 'Windrush' and the Caribbean migrants; the work of Claudia Jones in the UK; migration from Asia and Africa, including the role of Amin in Uganda; the Commonwealth; the Falklands War. • Britain's relationship with Europe and its impact: the impact of the Second World War; economic, social and cultural interaction; the end of the Cold War and membership of the European Union; European and non-European migration.	• How has Britain been affected by conquest, settlement, and migration? • What has motivated migration to and from Britain? • Why did Britain gain and lose an empire and with what effects? • How have the people of Britain and the wider world responded to, and been influenced by, interaction? • What is the significance of key individuals and events in the development of empire and British identity? How understanding is assessed Skills • AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. • AO2: Explain and analyse historical events and periods studied using second-order historical concepts. • AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. • AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Assessment point information: 8, 16 and 20 mark questions.
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