| September 2022- May 2023 | Half term 1   | Half term 2   | Half term 3  | Half term 4   | Half term 5                                  | Half term 6 |
|--------------------------|---|---|--|---|--|-------------|
|                          |   |   |  |   |  |             |
| Learning                 | Elizabethans / Saltaire   | Saltaire / Making of America                                    | Making Of America                                      | Making Of America   | Retrieval - Exam Prep                        |             |
| Learning                 | <u>Elizabetilalis / Saltalie</u>  |   | Knowledge and Communication of America                 |   | Knowledge and Communication of Units         |             |
|                          | Knowledge and Communication of Elizabethan England  | Knowledge and Communication of Industrial Britain               | (1789 to 1900)   | Knowledge and Communication of America (1789 to 1900)                 | -  |             |
|                          | and the age and communication of Engagement England   | Knowledge and Communication of America (1789 to                 | (2.05 to 2500)   |   | 0070.00                                      |             |
|                          | Cause and Consequence   | 1900)   | Interpretations  | Interpretations   | Interpretations                              |             |
|                          | Change and Continuity   | Cause and Consequence   | Cause and Consequence                                  | Cause and Consequence   | Cause and Consequence                        |             |
|                          | Sources and Evidence  | Change and Continuity   | Change and Continuity                                  | Change and Continuity   | Change and Continuity                        |             |
|                          | Interpretations   | Sources and Evidence  | Sources and Evidence                                   | Sources and Evidence  | Sources and Evidence                         |             |
|                          | Reading comprehension to identify and select key  | Reading comprehension to identify and select key                | Reading comprehension to identify and                  | Reading comprehension to identify and select key                      | Reading comprehension to identify and        |             |
|                          | information.  | information.  | select key information.                                | information.  | select key information.                      |             |
|                          | Understanding of the link between causes and events -   |   | Identify and understand the reasons for                | Identify and understand the reasons for different                     | Identify and understand the reasons for      |             |
|                          | concept of multi-causal events.   | concept of multi-causal events.                                 | different interpretations                              | interpretations   | different interpretations                    |             |
|                          |   |   |  |   |  |             |
|                          | Understanding of the link between events and  | Understanding of the link between events and                    | Understanding of the link between causes               | Understanding of the link between causes and events -                 | Understanding of the link between causes     |             |
|                          | consequences - concept of multi-consequence events.   | consequences - concept of multi-consequence events.             | and events - concept of multi-causal events.           | concept of multi-causal events.                                       | and events - concept of multi-causal events. |             |
|                          |   |   | Understanding of the link between events               |   | Understanding of the link between events     |             |
|                          |   |   | and consequences - concept of multi-                   | Understanding of the link between events and                          | and consequences - concept of multi-         |             |
|                          | Understanding differences to show change.   | Understanding differences to show change.                       | consequence events.                                    | consequences - concept of multi-consequence events.                   | consequence events.                          |             |
|                          | Understanding of patterns and trends to show  | Understanding of patterns and trends to show                    | Understanding of patterns and trends to                |   | Understanding of patterns and trends to      |             |
|                          | continuity.   | continuity.   | show continuity.                                       | Understanding of patterns and trends to show continuity.              | show continuity.                             |             |
|                          |   |   |  |   |  |             |
|                          | Understand the nature of different types of evidence.   | Understand the nature of different types of evidence.           | Understanding differences to show change.              | Understanding differences to show change.                             | Understanding differences to show change.    |             |
|                          |   |   | Understanding of patterns and trends to                |   | Understanding of patterns and trends to      |             |
|                          | Understand the content and context of sources.  |   | show continuity.                                       | Understanding of patterns and trends to show continuity.              | show continuity.                             |             |
|                          |   |   | Understand the nature of different types of            |   | Understand the nature of different types of  |             |
|                          | Understand the purpose of sources.  |   | evidence.  | Understand the nature of different types of evidence.                 | evidence.                                    |             |
|                          |   |   |  |   | Understand the content and context of        |             |
|                          |   |   |  |   | sources.                                     |             |
|                          |   |   |  |   | Understand the purpose of sources.           |             |
| Specific Content         |   |   | Impact of Migration to the Far West on the             | Fundamental Demonstrate Indiana from the Foot 1930 39                 |  |             |
|                          | Was the Elizabethan period a Golden Age of culture?   | How did Titus Salt try to improve the lives of his workers?     | Native Americans                                       | Expulsion: Removing Indians from the East, 1830 - 38                  |  |             |
|                          | Why did popular culture decline?  | How did Saltaire's success change over time?                    | Visions – The Mormons                                  | Indian Resistance, 1830 - 38  |  |             |
|                          | Why did Elizabethan Witch Trials increase?  | How was Saltaire not typical, but not unique?                   | Visions – The Gold Miners                              | Visions - Plains Indians  |  |             |
|                          |   |   | How did railroads and ranches change the plains?       | Impact of Migration to the Far West on the Native Americans           |  |             |
|                          | Why did Elizabethan Witch Trials increase? Part 2   | How and why has Saltaire changed over time?                     | ů i  |   |  |             |
|                          | How did theatres develop in Elizabethan England?  | How have Saltaire's buildings changed over time?                | The Cattle Business                                    | Settlement and conflict on the Plains, 1861 - 77                      |  |             |
|                          | Miles did come manufacture di come di |   | How did homesteaders survive and thrive on the         | How did railroads and ranches change the plains?                      |  |             |
|                          | Why did some people oppose the new theatres?  | Recall and Revise   | plains?  | 9   |  |             |
|                          | Who were the Elizabethan Adventurers?   | What was the major to mine a mint in the late of the control of | How did the lives of Americans change, 1877 –          | The Cattle Business   |  |             |
|                          | vvno were the Enzabethan Auventurers?   | What was the major turning point in the history of Saltaire?    | 1900?  |   | <u> </u>                                     |             |
|                          | Who were the Elizabethan Adventurers? Part 2  | Saltaire, why all the fuss?                                     | The impact of big business, cities and mass            | How did homesteaders survive and thrive on the plains?                |  |             |
|                          | WHO WERE THE ENZADERHAM AUVERTURERS? PART Z   | Saltaire, willy all tile luss!                                  | migration on America                                   | Why was there so much bloodshed on the plains 1961 773                |  |             |
|                          | Who were the Elizabethan Adventurers? Part 3  | What remains of Saltaire?                                       | Exploitation; division between the North and the South | Why was there so much bloodshed on the plains, 1861 – 77?<br>Lesson 1 |  |             |
|                          | Wile were the Engageman Adventurers: Fait 5   | What remains or suitable:                                       |  | 1   | <del> </del>                                 |             |
|                          | How did England change in the Industrial Revolution?  | How could you paint Saltaire?                                   | Exploitation ;the growth of slavery 1793 - 1820        | The lives of the Native Americans, 1877 – 1900.                       |  |             |
|                          |   |   | What sense can be made of the Civil War and its        |   | +  |             |
|                          | Why did Titus Salt move his businesses out of Bradford?   | Extended writing lesson throughout.                             | aftermath, 1861 – 77?                                  |   |  |             |
|                          | ,   |   |  |   |  |             |
|                          | Why did Titus Salt choose the site for Saltaire?  | What was the USA like in 1789?                                  | Divisions over Slavery and Causes of the Civil War     |   |  |             |
|                          |   |   | The African-American experience of the war,            | 1   |  |             |
|                          |   | Growing Pains; Moving into new lands 1789 - 1838                | 1861 – 65 (Phase 1 – Limited War)                      |   |  |             |
|                          |   | T   | The African-American experience of the war,            | 1   |  |             |
|                          |   | Troubles grow   | 1863 – 65 (Phase 2 – Total War)                        |   |  |             |
|                          |   | Visions Migrants to the Far West                                | Reconstruction and Betrayal, 1865 – 77                 | ]   |  |             |
|                          |   | Visions - Migrants to the Far West                              | (Presidential Reconstruction - 1865)                   | ]   |  |             |
|                          |   | Oregon Trail Case Study   | Reconstruction and Betrayal, 1865 – 77 (Radical        |   |  |             |
|                          |   | oregon trail case study   | Reconstruction – 1866 - 70)                            | ]   |  |             |
|                          |   | 1   | Reconstruction and Retraval 1865 – 77                  | Ī   |  |             |

Reconstruction and Betrayal, 1865 – 77 (Reconstruction loses its way)

1900.

The changing lives of African Americans, 1877 –