

# MARINA INTERNATIONAL SCHOOL

## HISTORY SCHEME OF WORK

### FORM 1 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	WHAT IS HISTORY? 1.1: Historical Eras, Centuries, Decades and Roman Numerals <input type="checkbox"/> Understand the differences between ancient, middle ages and modern era <input type="checkbox"/> Understand which century any given year is in and correctly identify any given Roman numeral: -- century - a period of a hundred years -- decade - a period of -- 1791 is the last decade of the 18th century <input type="checkbox"/> Identify the Roman numerals I, V, X, L and C	<input type="checkbox"/> Describe the study of history by defining the following terms: <input type="checkbox"/> Chronological Order putting events into the order they happened. <input type="checkbox"/> BCE before Common Era <input type="checkbox"/> CE Common Era <input type="checkbox"/> decade a period of 100 hundred years <input type="checkbox"/> century a period of 100 years <input type="checkbox"/> millennium a period of 1000 years <input type="checkbox"/> oral history events that are passed down through word of mouth <input type="checkbox"/> written history events that are passed down through recorded works <input type="checkbox"/> Identify the correct eras of a given time period <input type="checkbox"/> Identify the century of any given year in the Common Era <input type="checkbox"/> State any given year using both the terms decade and century <input type="checkbox"/> Correctly identify and explain royal title and the Roman numerals that are in their title

WEEK	TOPIC	TOPIC DETAILS
2.1	1.2: What are Historical Sources? What makes historical events significant?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the different types of sources that historians use to understand the past:</li> <li><input type="checkbox"/> Source how information from the past can be obtained</li> <li><input type="checkbox"/> primary immediate, first-hand accounts of a topic, from people who had a direct connection with it.</li> <li><input type="checkbox"/> secondary a document or recording that relates or discusses information originally presented elsewhere</li> <li><input type="checkbox"/> Describe and compare the differences between the different types of historical sources</li> <li><input type="checkbox"/> Describe and compare cause, effect, impact, short-term, medium and long-term effects</li> <li><input type="checkbox"/> State the meaning of the term significant</li> <li><input type="checkbox"/> Explain why some historical events are significant</li> </ul>
3.1	WHO HAD POWER IN THE MIDDLE AGES? What decided who held power in the Middle Ages? <input type="checkbox"/> Understand the struggles for power in the Middle Ages: -- cause - the reasons for why something occurred <input type="checkbox"/> Explain the ways in which civil wars decided who ruled England during the Middle Ages	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the different centuries and major events that comprised the Middle Ages:</li> <li><input type="checkbox"/> monarchy a way of ruling a country with a king or queen</li> <li><input type="checkbox"/> knights representatives of service to the monarch, the church or the country, especially in a military capacity during the Middle Ages</li> <li><input type="checkbox"/> succession the action or process of inheriting a title</li> <li><input type="checkbox"/> hereditary passing, or capable of passing, naturally from parent to offspring</li> <li><input type="checkbox"/> civil war a war between people of the same country</li> <li><input type="checkbox"/> coronation the ceremony of crowning a monarch</li> <li><input type="checkbox"/> Describe the ways monarch came to power in the Middle Ages</li> <li><input type="checkbox"/> Describe the several reasons why the ruling monarch changed</li> <li><input type="checkbox"/> Provide examples to explain how monarchs took the control</li> <li><input type="checkbox"/> Explain why some historical events are significant</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
4.1	2.2: What was power based on in the Middle Ages? What was the relationship between monarchs and Church leaders during the Middle Ages?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the different ways in which religion and monarchs cooperated during the Middle Ages</li> <li><input type="checkbox"/> hierarchy a system in which members of an organization or society are ranked according to relative status or authority</li> <li><input type="checkbox"/> pope the head of the Christian Church during the Middle Ages</li> <li><input type="checkbox"/> Vatican the home of the pope in Rome</li> <li><input type="checkbox"/> Cardinals Christian leaders responsible for electing a pope</li> <li><input type="checkbox"/> Diocese a district of land administered by the church</li> <li><input type="checkbox"/> archbishops Christian leaders in charge of many dioceses</li> <li><input type="checkbox"/> bishops Christian leaders in charge of one a diocese</li> <li><input type="checkbox"/> pastors and priests Christian leaders in charge of a church parish</li> <li><input type="checkbox"/> parish the members of a specific church</li> <li><input type="checkbox"/> Describe the ways in which a king forced cooperation with church leaders</li> <li><input type="checkbox"/> State examples of a king using force during the Middle Ages</li> <li><input type="checkbox"/> Explain why kings might have needed to use both force and co-operation during the Middle Ages</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
5.1	Control through castles Where were castles built during the Middle Ages?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the different ways in which castles helped to protect the rule of a king</li> <li><input type="checkbox"/> castle a system in which members of an organization or society are ranked according to relative status or authority</li> <li><input type="checkbox"/> moat the head of the Christian Church during the Middle Ages</li> <li><input type="checkbox"/> motte and bailey a type of castle built by the Normans after 1066. The motte was the hill that the castle was built on. The bailey was the area surrounded by the walls</li> <li><input type="checkbox"/> drawbridge: a retractable bridge across a moat that would allow access to a castle</li> <li><input type="checkbox"/> pailsade a fence of wooden stakes or iron railings fixed in the ground, forming an enclosure or defense</li> <li><input type="checkbox"/> Describe the ways in which certain sites for castles were chosen</li> <li><input type="checkbox"/> Explain the importance of the structure of castles</li> <li><input type="checkbox"/> State examples of castles and their major characteristics</li> <li><input type="checkbox"/> Identify the different features of a castle on a map</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
6.1	Control through terror What was the feudal system?	<ul style="list-style-type: none"> <li>□ Describe the different ways in which King William used terror to stay in power</li> <li>□ terror extreme fear</li> <li>□ rebellions a violent protest when ordinary people attack the rulers</li> <li>□ tactic an action or strategy carefully planned to achieve a specific end</li> <li>□ Describe how the Normans used terror</li> <li>□ Explain the reasons why William was so cruel in crushing rebellions</li> <li>□ Describe the different features of feudalism</li> <li>□ Explain the hierarchy of feudal positions</li> <li>□ feudalism a system of giving out land in return for services and loyalty</li> <li>□ tenant a person who received land in return for services and loyalty</li> <li>□ peasants a poor smallholder or agricultural labourer of low social status</li> <li>□ Serfs people who were bound to the land. They were almost like slaves</li> <li>□ nobles or barons the second wealthiest and the most powerful after the king in the Middle Ages. The nobles were awarded or leased land, called fiefs or fiefdoms, from the king whom they swore their loyalty to.</li> </ul>
7.1	King John and the development of royal power	<ul style="list-style-type: none"> <li>□ Describe the different ways in which King John earned a bad reputation</li> <li>□ Explain the differences between John and Richard</li> <li>□ Explain the expectations of a king in the Middle Ages</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
7.2	What was the Magna Carta? <input type="checkbox"/> Understand the historical significance and meaning of the Magna Carta <input type="checkbox"/> Explain the causes of the Magna Carta <input type="checkbox"/> Explain some of the effects that the Magna Carta had as well as its immediate impact	<input type="checkbox"/> Describe the different features of the Magna Carta <input type="checkbox"/> Explain the some of the rights that the Magna Carta set out <input type="checkbox"/> charter a written grant of rights by a king or queen <input type="checkbox"/> human rights fair treatment for all <input type="checkbox"/> freemen people who were free in law and did not “belong” to a lord
8.1	THE BEGINNINGS OF PARLIAMENT	<input type="checkbox"/> Describe the different responsibilities of parliament <input type="checkbox"/> Explain the different ways in which parliament began <input type="checkbox"/> burgesses mostly rich merchants in the towns <input type="checkbox"/> merchants: trade in exotic goods imported from distant shores including spices, wine, food, furs, fine cloth (notably silk), glass, jewelry and many other luxury goods <input type="checkbox"/> knights: the wealthy landowners of the counties who were often well trained in military affairs <input type="checkbox"/> Describe the groups of people who were invited to parliament <input type="checkbox"/> Explain which groups of people were excluded from parliament <input type="checkbox"/> elected to be voted for or into a position <input type="checkbox"/> appointed to be given a position of authority by a king
8.2	What were the beginnings of Parliament?	<input type="checkbox"/> Describe the groups of people who were invited to parliament <input type="checkbox"/> Explain which groups of people were excluded from parliament <input type="checkbox"/> elected to be voted for or into a position <input type="checkbox"/> appointed to be given a position of authority by a king

WEEK	TOPIC	TOPIC DETAILS
9.1	Parliament develops during the Middle Ages	<ul style="list-style-type: none"> <li>□ Model parliament the parliament that met in 1295</li> <li>□ House of Lords upper house of the Parliament of the United Kingdom. Membership is granted by appointment or else by heredity or official function</li> <li>□ House of Commons the primary house of the Parliament of the United Kingdom. Membership is granted through free and democratic elections</li> </ul>
9.2	Parliament and Kings	<ul style="list-style-type: none"> <li>□ Explain the similarities and differences between the Model Parliament and Parliament today</li> <li>□ Member of Parliament the representatives that are elected to a parliament to represent constituents</li> <li>□ Constituent a member of an area which elects a representative to a legislative body</li> </ul>
10.1	THE POWER OF THE CHURCH IN THE MIDDLE AGES	<ul style="list-style-type: none"> <li>□ Explain the different reasons why the church was powerful in the Middle Ages</li> <li>□ Explain how the king and a church worked together to run the country</li> <li>□ Medieval another term for the Middle Ages</li> </ul>
10.2	How did the church make people obey its rules	<ul style="list-style-type: none"> <li>□ Explain the different ways the church used its teaching on morality to cause people to obey its rules</li> <li>□ purgatory where the souls of good people went for years, to make up for their sins</li> <li>□ doom judgment for sinners</li> </ul>
11.1	How did the church give people hope?	<ul style="list-style-type: none"> <li>□ Describe the different ways the church gave people hope in the Medieval Ages</li> <li>□ pilgrimage a journey to a holy place, such as Mecca or Jerusalem</li> <li>□ indulgence a pardon certificate reducing the number of years in purgatory</li> <li>□ pardoner someone who sells “pardons”</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
11.2	How did the church control knowledge during the Middle Ages?	<ul style="list-style-type: none"> <li>□ Explain which groups of people controlled knowledge in the Middle Ages</li> <li>□ heretic a person who challenges the beliefs and ideas of the church</li> <li>□ chained library is a library where the books are attached to their bookcase by a chain, which is sufficiently long to allow the books to be taken from their shelves and read, but not removed from the library itself. This would prevent theft of the library's materials</li> </ul>
12.1	Monks and nuns in the Medieval Ages	<ul style="list-style-type: none"> <li>□ Describe the different responsibilities of monks and nuns</li> <li>□ Explain the good and bad points of being a monk or a nun</li> <li>□ Understand the reasons medieval people became monks or nuns</li> <li>□ monk a member of a religious community of men typically living under vows of poverty, chastity, and obedience</li> <li>□ nun a member of a religious community of women, typically one living under vows of poverty, chastity, and obedience</li> <li>□ monastery a building or buildings occupied by a community of monks living under religious vows, also known as an abbey</li> <li>□ abbot: the monk in charge of a monastery or abbey</li> </ul>
12.2	A struggle for power: Henry II and Thomas Becket	<ul style="list-style-type: none"> <li>□ Describe the reasons why a king would want to get more power over a church in the Middle Ages</li> <li>□ Explain which groups of people were excluded from parliament</li> <li>□ quarrel a heated argument or disagreement, typically about a trivial issue and between people who are usually on good term.</li> </ul>

# HISTORY SCHEME OF WORK

## FORM 1 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	WHAT WERE THE CRUSADES?	<p>Explain the main causes and effects of the Crusades.</p> <p>Explain why people chose to go on the Crusades.</p>
1.2	Terms of the Crusades	<p>crusades a series of wars between Christians and Muslims</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Holy Land lands around Jerusalem associated with Jesus and Mohammad</li> <li><input type="checkbox"/> Arab empire: the area of the Middle East and north Africa ruled by Arabs</li> </ul> <p><input type="checkbox"/> diverse different <input type="checkbox"/> jihad a holy war</p> <p><input type="checkbox"/> truce an agreement to stop fighting</p> <p><input type="checkbox"/> Byzantine empire: Christian empire of eastern Europe that had split from the church in Rome</p>
2.1	WHAT WAS THE ISLAMIC WORLD LIKE IN THE MIDDLE AGES?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand what prejudices Christians had against Muslims before the crusades</li> <li><input type="checkbox"/> Explain some of the ways the Muslim Civilization was more advanced than the Christian world</li> <li><input type="checkbox"/> Describe some of the ways Muslims were more advanced than Christians during the Middle Ages</li> <li><input type="checkbox"/> Explain what had led to the Islamic civilization advancing in science and mathematics during the Middle Ages</li> <li><input type="checkbox"/> Explain what had led to the Islamic civilization advancing in business and travel during the Middle Ages</li> </ul>
2.2	The Islamic World and the Crusades	<p>Explain the consequences of the Crusades on the Islamic World in the Middle Ages</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the significance of the term "crusades."</li> </ul>
3.1	WHO WAS RICHARD THE LIONHEART?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain who Richard the Lionheart was</li> <li><input type="checkbox"/> Understand why some historical sources suggest Richard was a good ruler while others suggest that he was a bad ruler</li> <li><input type="checkbox"/> Explain some of the actions Richard took that gave him this nickname</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
3.2	Rulers and nicknames	<p>Explain how and why medieval rulers earned nicknames from their contemporaries</p> <ul style="list-style-type: none"> <li>• Contemporaries people who were alive at the same time as the person being described</li> </ul>
4.1	What was life like for ordinary people in the Middle Ages?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use primary and secondary sources to describe people's lives in the Middle Ages</li> <li><input type="checkbox"/> Describe some of the difficulties of learning about people's lives</li> <li><input type="checkbox"/> Describe what a typical medieval community was like</li> <li><input type="checkbox"/> Explain some of the rules medieval peasants had to follow</li> </ul>
4.2	How did people learn a trade in the Middle Ages?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the different ways in which people of the Middle Ages learned vocational skills</li> <li><input type="checkbox"/> Explain the master and apprentice relationship</li> <li><input type="checkbox"/> Understand the differences between peasants and townspeople of the Middle Ages</li> </ul>
4.3	Terms of trade	<ul style="list-style-type: none"> <li>• vocational a type of education or training directed at a particular occupation and its skills</li> <li>• guild an organisation to which all the craftsmen in a trade belonged</li> <li>• charter a document laying down rules for people to follow</li> </ul>
5.1	WHAT WAS THE BLACK DEATH?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe causes of the Black Death</li> <li><input type="checkbox"/> Describe the major effects of the Black Death and its symptoms</li> <li><input type="checkbox"/> Explain some of the ideas medieval people had about the Black Death</li> </ul>
5.2	Black Death Terms	<ul style="list-style-type: none"> <li>• epidemic a major outbreak of a disease</li> <li>• pestilence deadly outbreak of a disease</li> <li>• astrology a belief that the movement of the planets and stars affects human lives</li> <li>• symptom a physical or mental feature which is regarded as indicating a condition of disease, particularly such a feature that is apparent to the patient</li> </ul>
5.3	How significant was the Black Death?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain why the Black Death is historically significant</li> <li><input type="checkbox"/> Describe how the Black Death was portrayed in medieval art</li> <li><input type="checkbox"/> Explain how people in the Middle Ages responded to the Black Death</li> </ul>
6.1	WHY DID PEASANTS REVOLT?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe some of the causes of why peasants were angry at the end of the Middle Ages</li> <li><input type="checkbox"/> Explain why poor people felt the poll tax was unfair</li> <li><input type="checkbox"/> Explain some of the major effects of the Peasants' Revolt</li> </ul>
7.1	WHAT WAS THE RENAISSANCE?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the major characteristics of the Renaissance</li> <li><input type="checkbox"/> Explain some of the causes of the Renaissance</li> <li><input type="checkbox"/> State the major individual leaders of the Renaissance</li> <li><input type="checkbox"/> Explain some of the effects of the Renaissance</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
7.2	Terms of the Renaissance	<ul style="list-style-type: none"> <li>• Renaissance the revival of European art and literature under the influence of classical models in the 14th–16th centuries</li> <li>• Constantinople the former Christian name for the city of Istanbul. Its fall had immense consequences for the Italian Renaissance. Fleeing Greek scholars were to decisively influence the direction and the course of the Renaissance</li> </ul>
9.1	WHAT WAS THE PROTESTANT REFORMATION?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand what is meant by the term “Protestant”</li> <li><input type="checkbox"/> Explain the effects that the Protestant Reformation had on society</li> <li><input type="checkbox"/> Explain some of the major Protestant churches today</li> </ul>
9.2	Protestant Reformation Terms	<ul style="list-style-type: none"> <li>• reformation: the action or process of reforming an institution or practice</li> <li>• papal: having to do with the pope</li> <li>• tithes: one tenth of annual produce or earnings, formerly taken as a tax for the support of the Church and clergy</li> <li>• puritans: a religious group who regarded the Reformation as incomplete and sought to simplify and regulate forms of worship</li> </ul>
10.1	What was the English Civil War?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe what a civil war means</li> <li><input type="checkbox"/> Explain some of the major causes of the English Civil War</li> <li><input type="checkbox"/> Explain some of the key turning points of the English Civil War</li> <li><input type="checkbox"/> Explain the conflict between Catholics and Protestants</li> <li><input type="checkbox"/> Explain the importance of Charles I, Oliver Cromwell, and Charles II</li> </ul>
10.2	Terms of the English Civil War	<ul style="list-style-type: none"> <li>• Divine Right of King The doctrine that kings and queens have a God-given right to rule and that rebellion against them is a sin</li> <li>• execution the carrying out of a sentence of death on a condemned person</li> <li>• treason the crime of betraying one's country, especially by attempting to kill or overthrow the sovereign or government</li> </ul>
11.1	Who was Oliver Cromwell and what was the Commonwealth?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the significance of Oliver Cromwell</li> <li><input type="checkbox"/> Explain what the main causes and effects of Oliver Cromwell's rule</li> <li><input type="checkbox"/> Explain what life was like under the rule of Cromwell in England and Ireland</li> <li><input type="checkbox"/> Describe the differences between a monarchy and a republic</li> </ul>
11.2	Terms associated with Oliver Cromwell	<ul style="list-style-type: none"> <li>• monarchy a form of government with a king or queen at the head</li> <li>• republic a state in which supreme power is held by the people and their elected representatives, and which has an elected or nominated president rather than a monarch</li> </ul>
12.1	How did History transition between the Middle Ages and the Modern Era	Review the major developments in science, trade, education, religion, travel, government and politics that led to the advent of the modern era.

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
13.1	The Age of Exploration	<p>Explain why by the end of the Middle Ages European explorers began journeying westward to the New World</p> <p>Describe the motivations and consequences of Columbus's voyage across the Atlantic Ocean</p>

# HISTORY SCHEME OF WORK

## FORM 1 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	What was the Glorious Revolution of 1688?	<input type="checkbox"/> Describe what the significance of the Glorious Revolution of 1688 <input type="checkbox"/> Explain the significance of Charles II and James II <input type="checkbox"/> Explain the problems that faced Charles II and James II <input type="checkbox"/> Describe the causes of the Glorious Revolution <input type="checkbox"/> Describe the effects of the Glorious Revolution
1.2	Who were William and Mary and what challenges did monarchs face between 1689 and 1727?	<input type="checkbox"/> Explain what changed about British government following the Glorious Revolution of 1688 and the rise to power of William and Mary <input type="checkbox"/> Understand the significance of William and Mary as British monarchs <input type="checkbox"/> Compare and contrast the way in which Britain was ruled then to how it is ruled now
1.3	Terms of the Glorious Revolution	<ul style="list-style-type: none"> <li>• British Isles a nickname for the group of islands that include Great Britain and Ireland</li> <li>• Crown a term that is used to describe the authority of the British monarch</li> <li>• hypothesis a prediction of what might happen</li> <li>• Bill of Rights of 1689 a constitutional law of England that sets out certain basic civil rights and clarifies who would be next to inherit the Crown</li> <li>• succession the question of who would rule after the king's death</li> <li>• parliamentarian a Member of Parliament</li> <li>• Whigs and Tories the two main political parties of Britain</li> <li>• Conservative and liberal: the major political division of the modern era</li> </ul>
2.1	What was life like for ordinary people in early modern England?	<input type="checkbox"/> Describe what life was like for ordinary people during the early modern Era <input type="checkbox"/> Describe some of the major characteristics of early modern life for ordinary people <input type="checkbox"/> Explain what is meant by "Tudor England" <input type="checkbox"/> Explain the different class groups during the early modern period <input type="checkbox"/> Describe some of the hardships of ordinary life in Tudor England <input type="checkbox"/> Explain what life was like for the impoverished during the early Modern Era
2.2	How did the Tudors deal with the poor?	<input type="checkbox"/> Understand some of the punishments for people caught begging <input type="checkbox"/> Explain why some beggars were helped and other punished

WEEK	TOPIC	TOPIC DETAILS
2.3	Terms of the Tudors	<ul style="list-style-type: none"> <li>• tudor the Tudor period occurred between 1485 and 1603 in England and Wales</li> <li>• social class a group with similar jobs and income</li> <li>• gentry people just below the nobility in social rank</li> <li>• House of correction a prison</li> <li>• virtue good and moral kind of behaviour</li> <li>• workhouse: a place where poor homeless people were sent if they were caught begging</li> </ul>
3.1	How did the English Civil War affect the lives of ordinary people?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe what life was like for ordinary people as a result of the English Civil War</li> <li><input type="checkbox"/> Describe some of the new ideas that came about in the Civil War</li> <li><input type="checkbox"/> Explain why some new ideas of this time period were dangerous to the rulers</li> <li><input type="checkbox"/> Explain why the Civil War helped encourage new ideas</li> </ul>
3.2	Terms of the English Civil War	<ul style="list-style-type: none"> <li>• pamphlet: a small booklet or leaflet containing information or arguments about a single subject</li> <li>• freemen: men who were not tied to a lord</li> <li>• Levellers: people who believed that most men should be able to vote for Members of Parliament</li> <li>• Diggers people who believed that everyone had a right to share the land</li> <li>• Commons a piece of public land that people could meet on and bring animals to graze</li> <li>• siege: a military attack</li> <li>• ease: relaxation, comfort</li> <li>• pomp: magnificence, grandeur</li> <li>• wantonness: loose or shameful living</li> </ul>
3.3	How did the English Civil War impact women?	
4.1	What were some of the new religious ideas that came about after the Civil War?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe some of the major characteristics of the Quakers</li> <li><input type="checkbox"/> Explain what impact the Civil War had on religion during the 17th century</li> <li><input type="checkbox"/> Describe some of the major changes in how people practiced religion in the years following the Civil War</li> <li><input type="checkbox"/> Explain why some of the Quakers' views might have worried the rich and powerful</li> </ul>
4.2	Religious Terms	<ul style="list-style-type: none"> <li>• Quakers a religious group that began just after the Civil War, a major belief of the Quakers is a complete rejection of violence in all its forms</li> <li>• pacifist someone who rejects the use of violence or force</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
4.3	How much did life change between 1066 and the 17th century?	<input type="checkbox"/> Explain how much life had changed in England between 1066 and 1660 <input type="checkbox"/> Create a list of the differences in England between 1066 and 1660 <input type="checkbox"/> Make a list of what stayed the same in England between 1066 and 1660 <input type="checkbox"/> Give examples of some of the major changes that occurred during this time period <input type="checkbox"/> Use primary sources to explain in what ways ordinary people's lives changed <input type="checkbox"/> Explain some of the political changes that occurred in Britain during this time period
4.4	Terms	<ul style="list-style-type: none"> <li>• Life expectancy how long people live on average</li> <li>• New World a nickname given to the continents of North and South America</li> <li>• colony: a country or area under the full or partial political control of another country an occupied by settlers from the country</li> </ul>
5.1	What does it mean to be a slave?	<p>Who is a slave?</p> <input type="checkbox"/> What it means to be a slave. <input type="checkbox"/> Why people became slaves?
		<input type="checkbox"/> A slave: is a person owned by someone else, a piece of property. <input type="checkbox"/> Discussing the horror of being a slave. <input type="checkbox"/> Investigating reasons why people in most parts of Africa became slaves, example: some people were born into slavery, some were sold, some captured, some became slaves to escape hunger and poverty in times of Famine and Drought, etc. <input type="checkbox"/> Understanding key terms: Hereditary, famine, drought, etc
5.2	<input type="checkbox"/> Why Europeans needed slaves? <input type="checkbox"/> How slaves were captured. <input type="checkbox"/> Items used to buy slaves.	<input type="checkbox"/> Discussing reasons for European involvement in the slave trade. <input type="checkbox"/> Discussing items the Europeans used to buy slaves and assess the moral stigma that had on slaves and its impact on Africa as continent today. <input type="checkbox"/> Describing ways slave traders were able to gather slaves to be sold and transported to the new world.
6.1	The middle passage	<p>Examining the experience of slaves during the middle passage/ the journey/the transportation.</p> <input type="checkbox"/> Describing the sufferings of slaves during their journey to their final destination. (Looking at how they were overcrowded on deck, the quality and quantity of food they ate, the inconveniences they faced as they journey etc.).
6.2	Who was Olaudah Equiano?	Description of Equiano's life and how similar and different he was to other slaves.

WEEK	TOPIC	TOPIC DETAILS
6.3	Key Terms of Middle Passage	<p>New world- the final destination of slaves which was entirely different from their home towns in all aspect of life.</p> <p>The journey/Transportation/Middle passage: all referring to their trip from Africa to the Americas.</p> <p>Also looking at the word "Brand", definition and describing the impact of branding on slaves.</p>
7.1	What was life like for slaves on a plantation?	<ul style="list-style-type: none"> <li><input type="checkbox"/> How slaves were sold.</li> <li><input type="checkbox"/> Slave laws in the New World.</li> <li><input type="checkbox"/> As slaves got to their final destination they were sold through auction, there is need to examine the emotional disorder of slaves during the auction.</li> <li><input type="checkbox"/> Examining the method slave masters used to sell slaves in the Americas.</li> <li><input type="checkbox"/> Laws were set by which slaves were governed which students need to assess to bring out the injustice and violations of the human rights of slaves in the new world.</li> </ul>
7.2	Plantation life for slaves.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assessing and understanding the hardship and sufferings of slaves by their masters as they work in the plantations. (Looking at the nature of work- time, quantity, working environment etc, quality and quantity of food, sleeping condition, treatment of slaves by their masters etc.).</li> </ul>
8.1	How Did Slaves Resist Enslavement?	<p>Slaves' resistance to enslavement</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussing why slaves tried to resist enslavement, stating and examining methods slaves used to resist enslavement. (Passive and Active Resistance-Escape and Rebellion.)</li> <li><input type="checkbox"/> Assessing how successful were the methods slaves used to end slavery.</li> </ul>
8.2	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sarah Tubman, the Moses of slaves.</li> <li><input type="checkbox"/> How successful was the Amistad revolt?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Investigating Sarah Tubman's role in helping slaves escape to freedom, which equated her to Moses in the Bible. (Her sacrifice in helping runaway slaves to gain and enjoy their freedom despite the threats of slave owners, her leadership and great involvement in the secret organization the "Underground Railroad.")</li> <li><input type="checkbox"/> Assessing Joseph Cinque's role in the Amistad Revolt and examining the success of the revolt.</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
9.1	Abolition and Emancipation of Slaves.	<input type="checkbox"/> How did slavery end? <input type="checkbox"/> Abolition movement in Northern and Southern USA, the difference. <input type="checkbox"/> Describing and examining roles played by slaves and Abolitionist to end slavery.  <input type="checkbox"/> Students should understand the different methods abolitionists used in ending slavery in Northern and southern USA and why.  <input type="checkbox"/> Learning key terms like Abolition, Abolitionist, Emancipation, Prejudice, Providence, Constitution, Amendment etc.
9.2	Abolition and Emancipation of slaves- the Results.	<input type="checkbox"/> Students should discuss the changes that happened after the abolition and emancipation of slaves.  <input type="checkbox"/> Assessing the changes and drawing a conclusion whether slavery was abolished and whether slaves were really free or not. (Looking at issues like Legal Rights, Freeman's Bureau, Sharecropping, Ku Klux Klan and Segregation.).