

Term	Week	Focus	Summary	Learning Outcomes	Learning skills
<b>Term 2.1</b>	<b>1</b>	How have interpretations of the British Empire changed?	Students will explore, using four case studies, why people have different experiences of the British Empire and compare themes of racism, compliance, resources and geographical context.	To explain why there are different experiences of the British Empire.	Hard-working Analytical Linking Critical Thinking Self-Reflection
	<b>2</b>	How have interpretations of the British Empire changed?	Students will compare how interpretations and views towards the British Empire have changed over time and make a judgement on contemporary views.	To explain and make a judgement on contemporary views towards the British Empire.	Analytical Linking Critical Thinking
	<b>3</b>	How have interpretations of the British Empire changed?	Students will compare how interpretations and views towards the British Empire have changed over time	To explain how perceptions of the British Empire have changed over time.	Analytical Linking Critical Thinking Self-Reflection.
	<b>4</b>	How have interpretations of the British Empire changed?	Students will explore a range of evidence through historical sources in order to make a judgement as to why the British Empire could be viewed as controversial.	Explain why the British Empire could be viewed as controversial?	Analytical Linking Critical Thinking Creating Agile
	<b>5</b>	How have interpretations of the British Empire changed?	Students will investigate current debates about the British Empire before considering how the British Empire should be remembered.	To explore current debates about the British Empire and explore how the British Empire should be remembered.	Analytical Linking Critical Thinking
	<b>6</b>	Mastery	Students will be given the opportunity to demonstrate that they have mastered the historical concept of interpretation.	To demonstrate that I have mastered the historical concept of interpretation.	Hard working Analytical Linking Critical Thinking

<b>Term 2.2</b>	<b>1</b>	What was slavery and where has the trade in enslaved people been used across History?	Students will explore the causes for the trade in enslaved people across History.	To explore the political, social and economic causes of the trade in enslaved people across History.	Linking Agile Example Hard working Critical Thinking Collaborative Classroom
	<b>2</b>	The fight for equality	Students will explore the legacy and impact the trade in enslaved people has had on the fight for equality for individuals.	To explore how the legacy of slavery/trade in enslaved peoples has led others to fight for the equality into the 20 <sup>th</sup> and 21 <sup>st</sup> centuries.	Linking Agile Example Hard-working Critical Thinking Collaborative Classroom
	<b>3</b>	The impact on Africa.	Students will explore the legacy and consequences of slavery on the continent of Africa politically, socially, economically, and geographically.	To explore the consequences of slavery on the continent of Africa politically, socially, economically, and geographically.	Hard-working Critical Thinking Collaborative Classroom Meta thinking
	<b>4</b>	To explore the argument of compensation.	Students will explore the consequence and argument for compensation to those who are descendants of enslaved people.	To make a judgement as to whether a morally correct consequence of the trade in enslaved people would be to award compensation and why.	Hard-working Critical Thinking Collaborative Classroom Meta thinking
	<b>5</b>	The United Nations Reparations Debate	Students will investigate the United Nations Reparations Debate as a consequence and legacy of slavery.	To evaluate the consequence of the United Nations Reparations Debate.	Hard-working Critical Thinking Collaborative Classroom Meta thinking
	<b>6</b>	Mastery	Students will be given the opportunity to demonstrate that they have mastered the historical concept of cause and consequence.	To demonstrate that I have mastered the historical concept of cause and consequence.	Hard-working Analytical Linking Critical Thinking