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| **Subject: KS5 History** | **Course/Year group: 12** | **Key Theme 4:**  Economy, trade and empire, 1625–88 |

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| **Economy, trade and empire, 1625–88.** Agriculture: changes in agricultural techniques; the development of specialised farming and the growth of employment; capital investment in agriculture from [1600](http://www.ukagriculture.com/countryside/countryside_history_1600ad.cfm) to [1700](http://www.ukagriculture.com/countryside/countryside_history_1750ad.cfm); the development of national markets. [Changing trade patterns](http://www.history.org.uk/resources/secondary_resource_6803_123.html): the changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees; [the growth of London and its impact on economic development; the growth of banking and insurance](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml). The impact of i[mperial expansion](http://www.history.org.uk/resources/secondary_resource_4193%2C4194_123.html) in [North America](http://www.history.org.uk/resources/secondary_resource_4193%2C4195_123.html) and the [Caribbean](http://www.history.org.uk/resources/secondary_resource_4193%2C4198_123.html); the Navigation Acts and the development of [mercantilist ideas](http://www.history.org.uk/resources/secondary_resource_6803_123.html); effects of [Anglo-Dutch commercial rivalry](http://www.britannica.com/topic/Anglo-Dutch-Wars); the role of the [East India Company](http://www.britannica.com/topic/East-India-Company); the significance of [Britain’s control of the triangular trade](http://www.history.org.uk/resources/secondary_resource_4193%2C4198_123.html). |

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| **History Concepts and Processes** | **Powerful Knowledge expectations/Assessment Objectives** | **Cross-curricular and inter-disciplinary links** |
| **1 Concepts****1** Chronological understanding,**2** Cultural, ethnic and religious diversity,**3** Knowledge and Understanding of events and developments**4** Causation and consequence,**5** Change and continuity**6** Similarity and difference,**7** Significance,**2 Processes****AO2 Historical Enquiry****AO3 Exploring interpretations** | **Most pupils will:**Have a developed chronological overview of Economy trade and Empire 1625-88. They will have developed knowledge and understanding about agriculture, trade and empire and the changes and continuities that were to result. They will have developed historical enquiry skills and the ability to use evidence to communicate about the past. Furthermore they will have developed the personal learning and thinking skills of independent enquiry, creative thinkers, team workers and effective participators. They will have an appreciation of wider curriculum dimensions of cultural diversity and creative and critical thinking.**Some pupils will have progressed further and will:**Have a developed a sophisticated chronological overview of economy, trade and empire .They will have developed deep knowledge and understanding about the complex and significant changes and continuities that were to result. They will have developed critical historical enquiry skills and the ability to use evidence sophisticatedly to communicate about the past. Furthermore they will have developed the personal learning and thinking skills of independent enquiry, creative thinkers, team workers and effective participators. They will have a more sophisticated appreciation of wider curriculum dimensions of cultural diversity and creative and critical thinking. | **Habits of Mind****Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions**Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’**Persistent -** Sticking with difficulty, Daring to be different, Tolerating uncertainty**Disciplined -** Crafting & improving, Reflecting critically, Developing techniques**Imaginative -** Using intuition, Making connections, Playing with possibilities**Literacy**WritingReadingSpeaking and Listening |

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|  | **History Learning Objectives: Concepts, Powerful Knowledge and skills including; habits of mind. literacy and numeracy.** | **Differentiated teaching strategies/activities including stretch and challenge** | **Resources** | **AfL activities and formal assessment** | **Extended enquiry including stretch and challenge** |
| Week 1**Key Topic 1** | **I In a nutshell :?****History Learning Objectives**Enquiry Question. Introducing the resources - Thinking about the learning journey in the next 4 weeks- 12 lessons?**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**· **Development Activities*** Group work.
* Modelling.
* Independent Learning.

 **Plenary**·  | [1 **Department Activity booklet**.](https://docs.google.com/document/d/18jtmeO7O7eEj2F7nyrT5CHsiFO4mNQiaFpJWqD95J_w/edit)2 **Reading.**[3 **Online resources.**](http://historyattallis.weebly.com/ks5-paper-1-britain-1625-1701.html) | 1 Developing powerful knowledge through reading, speaking and listening and writing.2 Extended writing presentation3 Peer Assessment and Teacher Assessment | 1 [UK Countryside History](http://www.ukagriculture.com/countryside/countryside_history_1750ad.cfm)2 [Keith Wrightson Economy 1560-1640](https://www.youtube.com/watch?v=SxDY3zvU0uo&index=12&list=PL18B9F132DFD967A3)3 [Keith Wrightson Economy 1660-1720](https://www.youtube.com/watch?v=JFwSNmV6Ijw&index=23&list=PL18B9F132DFD967A3)  |
| Week 1**Focus 1** | **II Causes and analyses of developments:** **Focus 1** Agriculture: changes in agricultural techniques; the development of specialised farming and the growth of employment; capital investment in agriculture from [1600](http://www.ukagriculture.com/countryside/countryside_history_1600ad.cfm) to [1700](http://www.ukagriculture.com/countryside/countryside_history_1750ad.cfm); the development of national markets.  **History Learning Objectives**Enquiry Question. How far did agriculture change 1625-88?AO 1 and 2**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**· **Development Activities*** Group work.
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| Week 2 **Focus 2** | **II Causes and analyses of developments:** **Focus 2** [Changing trade patterns](http://www.history.org.uk/resources/secondary_resource_6803_123.html): the changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees; [the growth of London and its impact on economic development; the growth of banking and insurance](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml). **History Learning Objectives**Enquiry Question. How far did trading patterns change 1625-88?AO 1 and 2**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**· **Development Activities*** Group work.
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| Week 3**Focus 3** | **II Causes and analyses of developments:** **Focus 3** The impact of i[mperial expansion](http://www.history.org.uk/resources/secondary_resource_4193%2C4194_123.html) in [North America](http://www.history.org.uk/resources/secondary_resource_4193%2C4195_123.html) and the [Caribbean](http://www.history.org.uk/resources/secondary_resource_4193%2C4198_123.html); the Navigation Acts and the development of [mercantilist ideas](http://www.history.org.uk/resources/secondary_resource_6803_123.html); effects of [Anglo-Dutch commercial rivalry](http://www.britannica.com/topic/Anglo-Dutch-Wars); the role of the [East India Company](http://www.britannica.com/topic/East-India-Company); the significance of [Britain’s control of the triangular trade](http://www.history.org.uk/resources/secondary_resource_4193%2C4198_123.html).**History Learning Objectives**Enquiry Question. What was the economic impact of Imperial expansion on Britain 1625-88?AO 1 and 2**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**· **Development Activities*** Group work.
* Modelling.
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| Week 4 | **III Thematic Analysis of Wider context** **History Learning Objectives**Enquiry Question. ?AO 1 and 2**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**· **Development Activities*** Group work.
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| Week 4 | **IV Cracking the Puzzle. Preparing for Assessment****History Learning Objectives**· Enquiry Question. ?· Development of the concept ofAO 1 and 2· Development of the process ofAO 3 and 4**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing**Numeracy Objectives**Number and statistics | **Starter**· **Development Activities*** Group work.
* Modelling.
* Independent Learning.

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| Transferable skills | Examples |
| **Cognitive skills**  | Non-routine problem solving – expert thinking, metacognition, creativity.Systems thinking – decision making and reasoning.Critical thinking *–* definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.*

ICT literacy *-* access, manage, integrate, evaluate, construct and communicate |
| **Interpersonal skills**  | Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.*

Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation. Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.  |
| **Intrapersonal skills** | Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments. Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.  |