Continuity Curriculum

An online shadow curriculum for students temporarily out of lessons to ensure continuity of learning

Year 10 - History

Week Beginning	Lesson Title	Lesson Objective	Online Lesson Link	Any additional instructions?
Week 1	**Lesson 1:** What caused the First Barons' War?	I know why the Barons were upset with King John and created the Magna Carta, thus sparking the First Barons' War	Lesson video (episodes 1, 2, 4, 6)	Students to watch video, taking notes along the way. Students must answers in their workbooks: **Explain three main causes of the First Barons' War (themes to consider: religion, economy, politics, individual traits)**
	Lesson 2: What was the significance of the Magna Carta and First Barons War?	I know the what happened following the signing of the Magna Carta, and why the event is significant	Lesson video (episodes 8, 9, 14, and then episode 15, then episode 17)	Students to watch video, taking notes along the way. Students must answers in their workbooks: **Describe 4 clauses of the Magna Carta** **Create timeline of the First Barons' War (highlight method of protest used: peaceful, violent, communication)**

				Explain the significance of it in the short term (at the time) and long term
Week 2	**Lesson 1:** What caused and happened during the Second Barons' War?	To understand the cause and events of the Second Barons War	Lesson video (episode 1, 4, and then 2 and 5)	Students to watch video, taking notes along the way. Students must answers in their workbooks: **Explain three causes of Second Barons War. (same themes as lesson one)** **Explain who Simon de Montford is.** **Create a timeline of the Second Barons War (highlight same methods from lesson 2)**
	Lesson 2: What was the significance of the Provisions of Oxford and the Second Barons' War?	To examine the significance of the Provisions of Oxford and the Second Barons' War	Lesson video (episodes 2, 3, and 6)	Students to watch video, taking notes along the way. Students must answers in their workbooks: **Explain the short and long term significance of the Second Barons' War and Provisions of Oxford.**
Week 3	**Lesson 1:** What caused the Peasants' Revolt?	To understand the causes of the Peasants' Revolt	Lesson video (episodes 1, 2, 3)	Students to watch video, taking notes along the way. Students must answers in their workbooks: **Explain three causes of the Peasants' Revolt. (same themes as lesson one)**

				Explain how the causes of the Peasants' Revolt are similar to the First and Second Barons' War
	Lesson 2: What happened during the Peasants' Revolt, and why was it significant?	To explore what happened during the Peasants' Revolt, and why was it significant	Lesson video (episodes 7, 5 and then 4)	Students to watch video, taking notes along the way. Students must answers in their workbooks: **Create a timeline of the Peasants' Revolt (highlight same methods from lesson 2)** **Explain the significance of the Peasants' Revolt in the short and long term**
Week 4	**Lesson 1:** What caused the Pilgrimage of Grace?	To understand the causes of the Pilgrimage of Grace	Lesson video (episodes 2 and 5)	Students to watch video, taking notes along the way. Students must answers in their workbooks: **What was the Reformation?** **Explain three causes of the Pilgrimage of Grace. (same themes as lesson one)**
	Lesson 2: What happened during the Pilgrimage of Grace and what was its significance?	To examine what happened during the Pilgrimage of Grace and what was its significance?	Lesson video (episodes 3, 4 and 10)	Students to watch video, taking notes along the way. Students must answers in their workbooks:

				Create a timeline of the Pilgrimage of Grace (highlight same methods from lesson 2) **Explain the significance of the Pilgrimage of Grace in the short and long term**
Week 5	**Lesson 1:** What caused the English Civil War?	To explore the causes of the English Civil War	Lesson video (episodes 1, 13, 14, 11, 12)	Students to watch video, taking notes along the way. Students must answers in their workbooks: **Explain five causes of the English Civil War. (same themes as lesson one)**
	Lesson 2: What happened during the Civil War?	To understand what happened during the English Civil War?	Lesson video	Students to watch video, taking notes along the way. Students must answers in their workbooks: **Create a timeline of the English Civil War (highlight same methods from lesson 2)**
Week 6	**Lesson 1:** What was the significance of the English Civil War and Oliver Cromwell?	To explore the significance of the English Civil War and Oliver Cromwell?	Lesson video (episodes 2, 10, 3 and 4)	Students to watch video, taking notes along the way. Students must answers in their workbooks: **Explain the significance of the Pilgrimage of Grace in the short and long term**

	Lesson 2: What caused the American Revolution?	To understand the causes of the American Revolution.	Lesson video (episode 1, 2, 4 and 6)	Students to watch video, taking notes along the way. Students must answers in their workbooks: **Explain four causes of the American Revolution. (same themes as lesson one)**
Week 7	**Lesson 1:** What happened during the American Revolution and why was it significant?	To explore what happened during the American Revolution and why was it significant?	Lesson video	Students to watch video, taking notes along the way. Students must answers in their workbooks: **Create a timeline of the American Revolution (highlight same methods from lesson 2)** **Explain the significance of the American Revolution in the short and long term**
	Lesson 2: **Buffer:** **Similarity Questions**	To make connections between different events	Lesson video	Students to watch video, taking notes along the way. Students must answers in their workbooks: **Explain two ways the Peasants' Revolt and the Pilgrimage of Grace were similar (focus on similar causes, methods and outcomes – follow PEEL structure for both point)** **EXT: pick two other events we've studied and compare them.**

Week Beginning	Lesson Title & objective	Any additional instructions?
ALL LESSONS FOR AUTUMN 2 ARE USING THE FOLLOWING BOOKLET: Y10 Continuity Curriculum Autumn 1 & 2.pdf		
Week 8	**1. Why was there such a push for voting reform in the 1800s?**	**Using the reading from L14 – why was there such a push for voting reform in the 1800s, answer the following questions:** 1. **Define the following key terms using your reading:** a. Industrial Revolution b. Rotten borough c. Pocket borough d. Peterloo Massacre 2. **What changes took place during the Industrial Revolution?** *Sentence starter:* During the Industrial Revolution, Britain changed because… 3. **How did the Industrial Revolution affect where people lived and worked?** *Sentence starter:* Many people moved from ___ to ___ because… 4. **Why was the voting system unfair in the early 1800s?** *Sentence starter:* The voting system was unfair because… 5. **What was unusual about 'rotten boroughs' and 'pocket boroughs'?** *Sentence starter:* Rotten boroughs and pocket boroughs were unfair because… 6. **What happened at the Peterloo Massacre in 1819?** *Sentence starter:* At Peterloo, protesters gathered to…, but the authorities… 7. **How did the government react after Peterloo?** *Sentence starter:* After the massacre, the government introduced laws that… **Extension Task: Why do you think there was growing pressure for voting reform by the 1830s?** There was growing pressure for reform because people were angry about…, and they wanted…
	2. How 'great' was the 1832 Reform Act?	Using the reading from L15 – What was the Great Reform Act and was it 'great'? answer the following questions: 1. **Define the following key terms using your reading:** a. a. Franchise b. b. Birmingham Political Union (BPU) c. Whig government d. Rotten borough 2. **Why did people begin demanding reform before 1832?** *Sentence starter:* People began demanding reform because… 3. **What fears did the ruling class have that made reform more likely?** *Sentence starter:* The ruling class were afraid that…

		4. **Who was Thomas Attwood and what did the Birmingham Political Union do?** *Sentence starter:* Thomas Attwood was…, and the Birmingham Political Union… 5. **How did the Whig government and King William IV help the Reform Act to pass?** *Sentence starter:* The Whig government and the King helped the Act pass by… 6. **What changes did the Great Reform Act make to the voting system?** *Sentence starter:* The Great Reform Act changed the voting system by… 7. **Why was the Great Reform Act important in the long term?** *Sentence starter:* In the long term, the Great Reform Act was important because… **Extension Task: Was the Great Reform Act truly "great"? Explain your answer using evidence from the reading.** *Sentence starter:* The Great Reform Act was (or was not) great because…, although some people might argue that…
Week 9	**1. What was the Chartist Movement**	Using the reading from L16 – What was the Chartist Movement? answer the following questions: 1. **Define the following key terms using your reading:** a. Chartism b. People's Charter c. Petition d. Newport Rising 2. **Why did many working-class people support the Chartist movement?** *Sentence starter:* Many working-class people supported Chartism because… 3. **What were the six key demands of the People's Charter?** *Sentence starter:* The six key demands of the People's Charter were… 4. **How did the Birmingham Political Union and the Great Reform Act influence Chartism?** *Sentence starter:* The Birmingham Political Union and the Great Reform Act influenced Chartism because… 5. **What happened after the first Chartist petition was rejected in 1839?** *Sentence starter:* After the first petition was rejected, many Chartists… 6. **How did the government respond to the Chartist protests and riots?** *Sentence starter:* The government responded to Chartist protests by… 7. **Why did the Chartist movement eventually fail by 1848?** *Sentence starter:* The Chartist movement failed because… **Extension Task: Do you think the Chartists were successful, even though their demands were not met at the time? Explain your answer.** *Sentence starter:* The Chartists were (or were not) successful because…, but in the long term…
	2. Why did Chartism fail	Using the reading from L17 – Why did Chartism fail and what was its legacy? answer the following questions:

	and what was its legacy?	1. **Define the following key terms using your reading:** a. Chartism b. Petition c. Secret ballot d. Reform Act 2. **What were the main aims of the Chartist movement?** *Sentence starter:* The Chartists aimed to achieve… 3. **Why did disagreements among Chartist leaders weaken the movement?** *Sentence starter:* Disagreements between leaders weakened Chartism because… 4. **How did the government respond to Chartist petitions and protests?** *Sentence starter:* The government responded to Chartism by… 5. **Why did changes in the economy affect support for Chartism?** *Sentence starter:* When the economy improved, support for Chartism… 6. **How did the lack of middle-class support make it harder for Chartism to succeed?** *Sentence starter:* Chartism struggled without middle-class support because… 7. **In what ways did Chartism have a long-term impact on British politics?** *Sentence starter:* Chartism had a long-term impact because later reforms… **Extension Task: Chartism failed to achieve its aims in the short term but succeeded in the long term. Do you agree? Explain your answer using evidence from the reading.** *Sentence starter:* I agree (or disagree) because…, and in the long term…
Week 10	**1. What was the significance of the Anti-Corn Law League**	Using the reading from L18 – What was the significance of the Anti-Corn Law League? answer the following questions: 1. **Define the following key terms using your reading:** a. Corn Laws b. Free trade c. Anti-Corn Law League (ACLL) d. Irish Potato Famine 2. **Why were the Corn Laws unpopular with working-class people?** *Sentence starter:* The Corn Laws were unpopular because they… 3. **Who led the Anti-Corn Law League and what did they believe?** *Sentence starter:* The League was led by…, and they believed that… 4. **How did the Anti-Corn Law League spread its message across Britain?** *Sentence starter:* The League spread its message by using… 5. **Why did the Irish Potato Famine increase support for repealing the Corn Laws?** *Sentence starter:* The famine increased support for repeal because… 6. **What did Prime Minister Sir Robert Peel do in 1846, and why was it important?** *Sentence starter:* In 1846, Sir Robert Peel…, which was important because…

		7. **How did the repeal of the Corn Laws change Britain in the short and long term?** *Sentence starter:* In the short term, repeal led to…, and in the long term… **Extension Task: Why was the repeal of the Corn Laws in 1846 a turning point in British politics? Explain your answer using evidence from the reading.** *Sentence starter:* The repeal of the Corn Laws was a turning point because…, and it showed that…
	2. What led to the abolition of slavery?	Using the reading from L20 – What led to the abolition of slavery? answer the following questions: 1. **Define the following key terms using your reading:** a. Abolition b. William Wilberforce c. Slave Trade Act 1807 d. Slavery Abolition Act 1833 2. **What was the Triangle Trade, and how did it work?** *Sentence starter:* The Triangle Trade was…, and it involved ships travelling between… 3. **How did religious groups like the Quakers and Evangelicals influence the abolition movement?** *Sentence starter:* Religious groups influenced the movement by… 4. **Who were some of the key individuals involved in the campaign to end slavery, and what did they do?** *Sentence starter:* Important figures in the campaign included…, who… 5. **How did economic changes during the Industrial Revolution affect attitudes toward slavery?** *Sentence starter:* The Industrial Revolution affected attitudes because… 6. **What did the Slave Trade Act (1807) and the Slavery Abolition Act (1833) achieve?** *Sentence starter:* The Slave Trade Act ended…, and the Slavery Abolition Act… 7. **Why was the abolition of slavery an important turning point in British history?** *Sentence starter:* The abolition of slavery was important because… **Extension Task: What does the abolition of slavery show about the power of public opinion and peaceful protest? Explain your answer using evidence from the reading.** *Sentence starter:* The abolition of slavery shows that public opinion and peaceful protest can…, as seen when…
Week 11	**1. Why was there factory reform in the 1830s?**	Using the reading from L21 – Why was there Factory Reform in the 1830s? answer the following questions: 1. **Define the following key terms using your reading:** a. Philanthropist b. Lord Shaftesbury c. Factory Act (1833) d. Mines Act (1842) 2. **What problems did workers face in factories and mines?** *Sentence starter:* Workers faced problems such as…

		3. **Why were children often employed in factories and mines?** *Sentence starter*: Children were employed because… 4. **How did reformers like Lord Shaftesbury and Michael Sadler try to improve conditions?** *Sentence starter:* Reformers helped by… 5. **What changes did the Factory Act of 1833 and the Mines Act of 1842 introduce?** *Sentence starter:* These Acts changed conditions by… 6. **Why was the 1834 Poor Law controversial?** Sentence starter: The Poor Law was controversial because… 7. **What was the long-term impact of the factory and social reforms of the 1830s and 1840s?** *Sentence starter:* In the long term, these reforms… **Extension Task: How did reformers like Shaftesbury and Sadler help shape modern ideas about government responsibility?** *Sentence starter:* They helped shape modern ideas by…
	2. Why was there social reform in the 1830s?	Using the reading from L22 – Why was there Social Reform in the 1830s? answer the following questions: 1. **Define the following key terms using your reading:** a. Socialism b. Public Health c. Sanitation d. Contagious Diseases Acts 2. **What did Robert Owen do at New Lanark to improve workers' lives?** *Sentence starter:* At New Lanark, Robert Owen… 3. **How did Edwin Chadwick's work lead to changes in public health?** *Sentence starter:* Edwin Chadwick's report showed that… 4. **What reforms did Lord Shaftesbury help to introduce?** *Sentence starter:* Lord Shaftesbury helped to pass laws that… 5. **Why was Josephine Butler's campaign against the Contagious Diseases Acts important?** *Sentence starter:* Her campaign was important because… 6. **What were some limitations of the social reforms of this period?** *Sentence starter:* These reforms were limited because… 7. **In what ways did the reformers of the 1830s and 1840s influence later changes in Britain?** *Sentence starter:* They influenced later changes by… **Extension Task:** Which reformer do you think made the biggest difference and why? *Sentence starter:* The most important reformer was… because…
Week 12	**1. Why did the Trade Union movement begin?**	Using the reading from L24 – What caused the Trade Union Movement? answer the following questions: 1. **Define the following key terms using your reading:** a. Guild b. Strike c. Combination Acts d. Trade Union 2. **Why did workers form trade unions during the Industrial Revolution?** *Sentence starter:* Workers formed unions because…

		3. **How did the government respond to early trade union activity?** *Sentence starter:* The government responded by… 4. **Who were the Tolpuddle Martyrs and why were they important?** *Sentence starter:* The Tolpuddle Martyrs were… and they were important because… 5. **What were the differences between the New Model Unions and the New Unions?** *Sentence starter:* The New Model Unions were…, while the New Unions… 6. **How did trade unions change working conditions for ordinary people?** *Sentence starter:* Trade unions improved conditions by… **Extension Task: Why was the rise of trade unions significant for democracy in Britain?** *Sentence starter:* Trade unions were significant because…
	2. Why were the Tolpuddle Martyrs sent to Australia?	Using the reading from L25 – Why were the Tolpuddle Martyrs sent to Australia? answer the following questions: 1. **Define the following key terms using your reading:** a. Friendly Society b. Combination Acts c. Transportation d. Pardon 2. **Why did the Tolpuddle labourers form the Friendly Society of Agricultural Labourers?** *Sentence starter:* They formed the society because… 3. **Why were the Tolpuddle Martyrs arrested and sent to Australia?** *Sentence starter:* They were arrested because… 4. **How did people across Britain react to the verdict?** *Sentence starter:* People reacted by… 5. **What role did Robert Owen and the GNCTU play in the campaign to free the Martyrs?** *Sentence starter:* They helped by… 6. **What happened to the Martyrs after their release?** *Sentence starter:* After they were pardoned, they… **Extension Task**: Why are the Tolpuddle Martyrs remembered as heroes? *Sentence starter:* They are remembered as heroes because…
Week 13	**1. How did the Trade Union Movement develop in the late 19th Century?**	Using the reading from L27 – How did the Trade Union movement develop in the late 19th century? answer the following questions: 1. **Define the following key terms using your reading**: a. New Unionism b. Militant c. Phossy Jaw d. Matchgirls' Strike 2. **What was New Unionism, and why did it emerge in the 1880s?** *Sentence starter:* New Unionism emerged because… 3. **What were the main causes and outcomes of the Matchgirls' Strike in 1888?** *Sentence starter:* The Matchgirls' Strike happened because…, and it led to… 4. **Why was the Dockers' Strike of 1889 significant?** *Sentence starter:* The Dockers' Strike was significant because…

		5. **How did public support contribute to the success of the Dockers' Strike?** *Sentence starter:* Public support helped by… 6. **What long-term impact did these strikes have on the trade union movement and British politics?** *Sentence starter:* These strikes had a lasting impact because… **Extension Task: How did the Matchgirls and Dockers change attitudes towards unskilled workers?** *Sentence starter:* They changed attitudes by…
	2. What caused the women's suffrrage movement?	Using the reading from L29 – What caused the women's suffrage movement? answer the following questions: 1. **Define the following key terms using your reading:** a. Suffrage b. NUWSS c. WSPU D. Militant 2. **Why did many people believe it was unfair that women could not vote by the late 19th century?** *Sentence starter:* It was unfair that women could not vote because… 3. **How did social and cultural attitudes toward women begin to change in the late 19th century?** *Sentence starter:* Attitudes toward women began to change because… 4. **What influence did earlier reformers and other countries have on the women's suffrage movement?** *Sentence starter:* Earlier reformers and other countries influenced the movement by… 5. **What were the main differences between the NUWSS and the WSPU?** *Sentence starter:* The NUWSS focused on…, while the WSPU… 6. **Why did some members of the WSPU believe militant action was necessary?** *Sentence starter:* Some Suffragettes believed militant action was needed because… 7. **How did the actions of the Suffragettes and Suffragists help to keep the issue of women's votes in public debate?** *Sentence starter:* Their actions helped by… **Extension Task: Which approach do you think was more effective in winning women the vote — the peaceful Suffragists or the militant Suffragettes? Explain your answer using evidence from the reading.** *Sentence starter:* I think the ___ were more effective because…, although the other group…
Week 14	**1. How did the Campaign for women's suffrage escalate and**	Using the reading from L30 – How did the campaign for women's suffrage escalate, and what was its significance? answer the following questions: 1. **Define the following key terms using your reading:** a. NUWSS b. WSPU

	what was its significance?	c. Emily Davison d. Cat and Mouse Act 2. **How did the approaches of the NUWSS and the WSPU differ?** *Sentence starter:* The NUWSS believed in…, while the WSPU used… 3. **What happened at the Epsom Derby in 1913, and why was it significant?** *Sentence starter:* At the Epsom Derby, Emily Davison…, and this was important because… 4. **How did the government respond to Suffragette hunger strikes?** *Sentence starter:* The government responded to hunger strikes by… 5. **How did World War I change attitudes towards women's suffrage?** *Sentence starter:* During World War I, women proved that they could…, which made politicians… 6. **What laws were passed in 1918 and 1928, and what did they achieve?** *Sentence starter:* The 1918 Representation of the People Act allowed…, and the 1928 Act… 7. **Why was the women's suffrage movement significant in the long term?** *Sentence starter:* The movement was significant because it led to… **Extension Task: Which was more important in achieving women's suffrage — peaceful campaigning, militant protest, or women's role in World War I? Explain your answer.** *Sentence starter:* I think the most important factor was…, because…
	2. What caused the General Strike and what was its significance?	Using the reading from L31 – What caused the General Strike and what was its significance? answer the following questions: 1. **Define the following key terms using your reading:** a. General Strike b. Gold Standard c. Triple Alliance d. Trade Disputes and Trade Unions Act (1927) 2. **Why were conditions in the coal industry so poor after World War I?** *Sentence starter:* Conditions were poor because… 3. **What were the "Combination Acts" and how did they affect workers?** *Sentence starter:* The Combination Acts made it difficult for workers because… 4. **What happened during "Red Friday" in 1925, and why was it important?** *Sentence starter:* On Red Friday, the government…, which was important because… 5. **How did the government and strikers prepare for the General Strike?** *Sentence starter:* The strikers prepared by…, while the government… 6. **What happened during the nine days of the General Strike in 1926?** *Sentence starter:* During the strike, over…, and there were examples of…

		7. **What were the short-term and long-term consequences of the General Strike?** *Sentence starter:* In the short term…, but in the long term… **Extension Task: Was the General Strike of 1926 a failure or a success? Explain your answer using evidence from the reading.** *Sentence starter:* The General Strike was a failure (or success) because…, although…