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## Subject: History

## Year 10 Curriculum Map 2024 - 25

Week Commencing	Topic (including links to additional resources)	Assessment Window
Staff INSET 02/09 Students Return 03/09	Introduction to SHP OCR B -Course Overview and Building blocks linked to KS3 journey (CP/EE)	
09/09/2024	<p><b><u>Delivery of British Thematic study content – Crime and Punishment 1250-present</u></b>  <b><u>Medieval Britain c.1250-1500</u></b></p> <ul style="list-style-type: none"> <li>Identify what is meant by a thematic study</li> <li>Challenge our preconceptions regarding C and P</li> <li>Identify and explain the characteristics/factors that affected crime during the LMA</li> <li>Identify and explain the main types of crime in the LMA</li> <li>Link these crimes to factors prevalent in the period</li> <li>Identify and describe the crimes that emerged throughout the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Centuries</li> <li>Summarise the nature of crime and apply to GCSE examination questions</li> </ul> <p><b><u>Medieval Britain c.1250-1500</u></b></p> <ul style="list-style-type: none"> <li>Identify the enforcement of law in the LMA</li> <li>Evaluate the system used during the period linking to the nature of the LMA and explain why it was used</li> <li>Explain how you could evade death in the LMA</li> <li>Identify the hierarchy of the trial system in the LMA</li> <li>Correlate crimes to different levels of the trial system</li> <li>Prove you can summarise why medieval kings used both the law enforcement and trial system during the period</li> <li>Explain how religion impacted upon both these systems</li> <li>Compare timed extended responses to model answers</li> </ul>	
16/09/2024	<p><b><u>Medieval Britain c.1250-1500</u></b></p> <ul style="list-style-type: none"> <li>Accurately match the severity of punishments the severity of crime in the LMA</li> <li>Confidently explain how concepts of retribution, removal, rehabilitation and deterrence impacted the application of punishments during the time</li> </ul> <p>• <b>Learning checkpoint and Critical Reflection</b></p>	
23/09/2024	<p><b><u>Introduction to the Early Modern Period c1500-1750</u></b></p> <ul style="list-style-type: none"> <li>Identify the factors (characteristics) affecting crime in the Early Modern Period</li> <li>Confidently explain the continuities with the LMA (e.g., harvests)</li> <li>Confidently explain key changes that took place during this time (e.g., invention of printing)</li> </ul> <p>Explain the crimes that greatly worried law makers during the period</p> <p><b><u>The Early Modern Period: The Bloody Code</u></b></p> <ul style="list-style-type: none"> <li>Identify what the Bloody Code was</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Interrogate source material from the 16<sup>th</sup> Century</li> <li>• Identify the 5 crime case studies that epitomise the EMP's nature</li> <li>• Question the morality of the law makers who implemented the Bloody Code</li> <li>• Apply gained knowledge to GCSE questions</li> </ul> <p><b><u>The Early Modern Period: Vagrancy</u></b></p> <ul style="list-style-type: none"> <li>• Identify what a vagrant is</li> <li>• Identify whether vagrancy is continuity or change with the LMA</li> <li>• Explain why it emerged as a crime</li> <li>• Evaluate how vagrants were punished during the EMP</li> </ul>	
30/09/2024	<p><b><u>The Early Modern Period: Organised Crime</u></b></p> <ul style="list-style-type: none"> <li>• Identify which crimes are categorised as organised crime</li> <li>• Compare and contrast both Highway Robbery and Smuggling during the EMP identifying similarities and differences</li> <li>• Use primary sources and interpretations to show how these crimes were 'romanticised' during the period, offering reasons for findings</li> </ul> <p><b><u>The Early Modern Period: Witchcraft</u></b></p> <ul style="list-style-type: none"> <li>• Interrogate statistical evidence to ascertain when and why there was witchcraft hysteria during the EMP</li> <li>• Explain who, what, when, where, why with regard to witchcraft and when it peaked</li> <li>• Explore what 'Matthew Hopkins witch finder-general tells a historian about the 17<sup>th</sup> C</li> <li>• Reach a judgment on why accusations of witchcraft declined by the end of the EMP</li> </ul> <p><b><u>The Early Modern Period: Religious crime</u></b></p> <ul style="list-style-type: none"> <li>• Define what the Reformation was and how it impacted upon crime during the EMP</li> <li>• Accurately explain why the reign of Mary I ensured the explosion of Heresy during the period</li> <li>• How did the English Civil war lead to the rise of Puritanism in the EMP?</li> <li>• Explain the impact the Puritans had upon crime and punishment during the period</li> <li>• Prove you can apply gained knowledge to successfully de-code an 18-mark iceberg question</li> </ul>	
07/10/2024	<p><b><u>The Early Modern Period: Enforcing the Law</u></b></p> <ul style="list-style-type: none"> <li>• Identify and explain key continuities and changes with the LMA regarding attempts at law enforcement</li> <li>• Identify and explain key continuities and changes with the LMA with regard to the trial system</li> <li>• Summarise the development by applying gained knowledge to an examined GCSE question</li> </ul>	
14/10/2024	<p><b><u>The Industrial Period 1750-1900 Introduction</u></b></p> <ul style="list-style-type: none"> <li>• Identify the factors (characteristics) affecting crime in the Industrial Period</li> <li>• Confidently explain the continuities with the EMP</li> <li>• Confidently explain key changes that took place during this time focussing upon the Enlightenment</li> </ul> <p><b><u>The Industrial Period: Why was there an increase in crime in the early 19<sup>th</sup> Century?</u></b></p> <ul style="list-style-type: none"> <li>• Identify and explain the features of Industrial crime in the early part of the era</li> <li>• Analyze statistical data to explore peaks in crime</li> <li>• Explain the impact that population growth, industrialization and poverty had upon crime rates</li> <li>• Summarize why the Napoleonic Wars impacted upon crime</li> <li>• Explore and identify examples of 19<sup>th</sup> Century protests</li> </ul>	
21/10/2024	<b><i>AR1 preparation and revision</i></b>	Achievement Round 1

October Half Term		
04/11/2024	<b>AR1 Completion</b> <b>AR1 DDI and Critical Reflection</b>	Achievement Round 1
11/11/2024	<p><b><u>The Industrial Period: Changes in Law enforcement</u></b></p> <ul style="list-style-type: none"> <li>Identify the attempts at policing between 1750 and 1829</li> <li>Summarise the impact that the Bow Street Runners and Fielding Brothers had upon attempts at law enforcement within this timeframe</li> <li>Explain the role played by Sir Robert Peel and the beginning of the Metropolitan Police force</li> <li>Identify and explain the developments in policing after 1829</li> </ul> <p><b><u>The Industrial Period: Changes in punishment</u></b></p> <ul style="list-style-type: none"> <li>Identify and explain the reasons why transportation was introduced during the 18<sup>th</sup> century – 5 key reasons</li> <li>Explain the conditions within penal colonies</li> <li>Explain the sentences imposed and the link to the Enlightenment</li> <li>Identify the conditions of prisons at the turn of the Industrial Period</li> <li>Identify what the Enlightenment was and how it influenced key reformers</li> <li>Identify and explain the role played by John Howard and Elizabeth Fry</li> <li>Chart the chronological development of the separate and silent prison systems</li> <li>Identify changes to capital punishment -new drop and long drop</li> <li>Apply gained knowledge to GCSE questions</li> <li><b>Learning checkpoint and Critical Reflection</b></li> </ul>	
18/11/2024	<p><b><u>20<sup>th</sup> Century</u></b></p> <ul style="list-style-type: none"> <li>Identify key changes in punishment in Britain since 1900 – the impact of technological, social and political factors</li> <li>Explore and explain the impact of cars, computers, de-criminalization of homosexuality and abortion, hooliganism, drugs, racism and gang crime</li> <li>Case study juvenile crime and changing societal attitudes towards the youth</li> <li>Evaluate how the crime rate and nature of crime changed since 1900</li> </ul>	
25/11/2024	<p><b><u>20<sup>th</sup> Century</u></b></p> <ul style="list-style-type: none"> <li>Identify key changes in law enforcement including the use of new technology</li> <li>Compare and contrast with the development of the police force during the Industrial period</li> <li>Apply to timed GCSE questions</li> </ul>	
02/12/2024	<p><b><u>20<sup>th</sup> Century</u></b></p> <ul style="list-style-type: none"> <li>Identify and explain the key changes in punishment in Britain since 1900 including the abolition of the death penalty</li> <li>Identify and explain key changes to the trial system in Britain since 1900</li> <li>Review and reflect upon key continuities and changes throughout 1250 to present day in respect of crime, punishment, law enforcement and the trial system</li> <li><b>Learning Checkpoint and Critical Reflection</b></li> </ul>	
09/12/2024	<p><b><u>Delivery of Elizabethan England 1580-1603 Depth study</u></b></p> <p><b><u>Enquiry 1: How did Elizabeth use her power?</u></b></p> <p><b>Elizabeth and her court including the Privy Council and the Essex Rebellion</b></p> <ul style="list-style-type: none"> <li>Identify what the system of patronage was</li> <li>Identify and describe Elizabethan court and role of courtiers</li> <li>Compare and contrast the Privy Council and Privy Chamber</li> </ul>	

	<ul style="list-style-type: none"> <li>• Compare and contrast Cecil and Walsingham</li> <li>• Evaluate the causes and consequences of the Essex Rebellion</li> </ul>	
16/12/2024	<p><b><u>Enquiry 1: How did Elizabeth use her power?</u></b>  <b>Elizabeth and her Parliaments including opposition from the Puritans</b></p> <ul style="list-style-type: none"> <li>• Identify and explain the role of parliament -who, what and for how long?</li> <li>• Explain the significance of proclamations</li> <li>• Define 'Monopolies' and link this to growing criticism of Elizabeth</li> <li>• How did the Puritans oppose in speech and in writing?</li> <li>• Explain the significance of Peter Wentworth and John Stubbes</li> <li>• Evaluate the significance of the Golden speech</li> </ul> <p><b><u>Enquiry 1: How did Elizabeth use her power?</u></b>  <b>Elizabeth and her people including local government, propaganda and censorship</b></p> <ul style="list-style-type: none"> <li>• Explain how Elizabeth used Lord Lieutenants to maintain order Explain the role of JP's</li> <li>• How did Elizabeth control the people -propaganda and censorship?</li> <li>• Compare the different methods and reach a judgment on which was most effective</li> <li>• <b>Learning checkpoint and Critical Reflection</b></li> </ul>	
Christmas Break		
06/01/2025	<p><b><u>Enquiry 2 –Dangerous People: Why were there so few Catholics in England by 1603?</u></b>  <b>Elizabeth's laws on religion and how they were enforced</b>  <b>The work of Jesuit priests and how Elizabeth dealt with them</b></p> <ul style="list-style-type: none"> <li>• Identify and define conformists, papists, recusants and plotters</li> <li>• What social, economic and financial laws were passed to remove the recusant threat?</li> <li>• What is the difference between a Seminary and Jesuit priest?</li> <li>• Who was Edmund Campion?</li> <li>• Who was Margaret Clitheroe?</li> <li>• What was the Bloody Question?</li> <li>• How does Walsingham fit into the Catholic enquiry?</li> </ul>	
13/01/2025	<p><b><u>Enquiry 2 –Dangerous People: Why were there so few Catholics in England by 1603?</u></b>  <b>The threat from Mary Queen of Scots</b></p> <ul style="list-style-type: none"> <li>• Why was Mary Queen of Scots a threat to Elizabeth?</li> <li>• What was the link between Scotland and Spain?</li> <li>• Which is more important –the Throckmorton or Babington plot? Why?</li> <li>• What were the consequences of Mary's execution?</li> <li>• How can we technically bring 1604 into the enquiry?</li> </ul>	
20/01/2025	<p><b><u>Enquiry 2 –Dangerous People: Why were there so few Catholics in England by 1603?</u></b>  <b>The threat from Spain: Rivalry and the Spanish Armada</b></p> <ul style="list-style-type: none"> <li>• Why was there long-standing rivalry with Spain?</li> <li>• What evidence is there to support the view that Elizabeth antagonised Spain?</li> <li>• Why is the Netherlands crucial in the escalation of worsening Anglo-Spanish relations?</li> <li>• Why did the Armada fail?</li> <li>• How did Elizabeth reinforce her position following the defeat of the Armada?</li> <li>• Did the failed Armada solve the Spanish problems?</li> <li>• Was England really at threat by the Catholics or was it paranoia?</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Learning Checkpoint and Critical Reflection</b></li> </ul>	
27/01/2025	<p><b><u>Enquiry 3: What really mattered to the Elizabethans?</u></b>  <b>Comparing the daily lives of the gentry, middling sort and labouring poor</b></p> <ul style="list-style-type: none"> <li>-The houses and possessions</li> <li>-the food</li> <li>-land and power of the gentry, middling sort and labouring poor</li> </ul> <p><b>Elizabethan Family life and kinship</b></p> <ul style="list-style-type: none"> <li>-Family life regarding husbands and wives</li> <li>-Parents and children</li> <li>-kinship (the wider family) and the notion of the nuclear family</li> </ul> <p><b>How successfully did Elizabeth tackle poverty?</b> EMP context (poverty) and reliance on harvests from C+P thematic study</p> <ul style="list-style-type: none"> <li>• the settled poor</li> <li>• the vagrant poor</li> <li>• Distinguish differences</li> <li>• Long term and short-term causes of the poverty crisis x 3</li> <li>• Responding to the problem (categories of unemployed poor- Impotent poor, able-bodied poor and vagabonds)</li> <li>• Use of York as a case study</li> <li>• The impact of the Elizabethan Poor Law</li> <li>• criticism of date 1601 and why significant -features of poor Law described:</li> <li>• Poor rate and logistics</li> <li>• Criminalisation of begging</li> <li>• Important poor looked after in alms-houses</li> <li>• Refusal and vagabonds' places in Bridewells –Houses of correction</li> <li>• <b>Learning checkpoint and critical reflection</b></li> </ul>	
03/02/2025	<p><b><u>Enquiry 4: Merry England?</u></b>  <b>The Puritan influence on changes in popular culture</b></p> <ul style="list-style-type: none"> <li>• romanticized interpretation of an age of culture</li> </ul> <p>Art, music, literature</p> <ul style="list-style-type: none"> <li>• Reality explored and linked explicitly to the Puritans</li> <li>• Exploration and key facts of decline of</li> </ul> <ul style="list-style-type: none"> <li>-parish feasts</li> <li>-calendar customs</li> <li>-Sports</li> <li>-the alehouse</li> </ul> <ul style="list-style-type: none"> <li>• Link to the Puritan concerns of:</li> <li>-protecting the Sabbath</li> <li>-stopping Catholic practices</li> <li>-stopping Pagan practices</li> <li>-preventing disorder</li> <li>-preventing unwanted pregnancy and sex outside of marriage</li> <li>• Explicit links made to the influence of the Puritans on the life of people in the late years of Elizabeth's reign.</li> </ul>	
10/02/2025	<b>AR2 Preparation and revision</b>	Achievement Round 2
February Half Term		
24/02/2025	<b>AR2 Completion</b> <b>AR2 DDI and Critical Reflection</b>	Achievement Round 2

03/03/2025	<p><b>Witchcraft</b></p> <ul style="list-style-type: none"> <li>• Superstitious context of Elizabethan period –belief in magic and witchcraft</li> <li>• Cross over and recall using C+P thematic study to retrieve key knowledge on witchcraft accusations</li> </ul> <p>-famine -familiars -old vulnerable women -rich/poor divide</p> <ul style="list-style-type: none"> <li>• Exposition of features of witchcraft trials</li> </ul> <p>-steep rise in witchcraft accusations in late Elizabethan period –linked to population increase and poor harvests -high levels of prosecution in Essex 124 accusations versus 24 in Hertfordshire. Link to Puritan influence - typical case of accusations stemmed back to complaint from a neighbour highlighting village tensions</p> <ul style="list-style-type: none"> <li>• Analysis of changing historical interpretations on witchcraft during the period</li> <li>• Traditional versus revisionist academic views</li> <li>• Interpretation 1 – village tensions</li> <li>• Interpretation 2 – hatred of women and misogyny</li> <li>• Interpretation 3 –Puritan concerns</li> </ul>	
10/03/2025	<p><b><u>Enquiry 4: Merry England?</u></b> <b>Theatres and their Puritan opponents</b></p> <ul style="list-style-type: none"> <li>• Context – miracle plays and banning by Puritans</li> <li>• Establishment of Bankside and location near Thames -record names of two theatres and dates built</li> <li>• Identification and description of features of the new theatre using only primary sketch from era</li> </ul> <p>-yard/pit and groundlings -stage -galleries -trumpeter</p> <ul style="list-style-type: none"> <li>• Evaluation of Bankside and its attraction:</li> <li>• Anti-social behaviour at plays and links to crime</li> <li>• Inns, prostitution, casual sexual encounters and gambling</li> <li>• Opposition to the theatre -London authorities</li> <li>• Opposition of Puritans and links to concerns over immorality</li> <li>• Success of theatre and ignorance of Privy council</li> </ul> <p>• <b>Learning Checkpoint and Critical Reflection</b></p>	
17/03/2025	<p><b><u>Enquiry 5: What did the Elizabethan adventurers achieve?</u></b> <b>John Dee and Francis Drake</b></p> <ul style="list-style-type: none"> <li>• Visual opinion line regarding the Elizabethan explorers</li> <li>• The winners</li> <li>• The Brains</li> <li>• The losers</li> <li>• Introduction of John Dee and why he was the brains behind exploration first introducing the idea of an Empire. Link explicitly to rivalry with Spain</li> <li>• Why did Elizabeth encourage exploration?</li> </ul> <p>NEST Naval Power Empire Spain Trade</p> <ul style="list-style-type: none"> <li>• The poster boy of British exploration –Sir France Drake</li> <li>• Was he a pirate or a patriot?</li> <li>• Evidence to support interpretation as a successful adventurer – circumnavigation of globe, knighted aboard Golden Hind</li> <li>• Evidence to challenge – achieved this as he needed to avoid the Spanish ships he had plundered</li> </ul>	

24/03/2023	<p><b><u>Enquiry 5: What did the Elizabethan adventurers achieve? Humphrey Gilbert, Walter Raleigh and Roanoke</u></b></p> <ul style="list-style-type: none"> <li>• The loser- Gilbert and failed attempt to establish a colony on Newfoundland. Exposition of why poor choice</li> <li>• Drowning of Gilbert on the Squirrel</li> <li>• Sir Walter Raleigh and Roanoke–laid the foundation for Jamestown in 1607 after Elizabeth died</li> <li>• 1584 –granting of charter in return for 1/5 of gold and silver</li> <li>• Reconnaissance voyage –laying the foundations</li> <li>• Voyage to Roanoke – fundamental problem of Elizabeth’s refusal to allow Raleigh to go.</li> <li>• Role played by Grenville and Lane –loss of supplies/seeds due to treacherous coastline and dependency on Algonquian people</li> <li>• Chronology of events 1585 -1586</li> <li>• Abandonment of 600 settlers and return to England</li> <li>• Lack of food</li> <li>• Worsening relations with Algonquians and murder of Winginia</li> <li>• Rescue by Drake of Lane and settlers</li> <li>• 1595 Raleigh quest to find ‘El Dorado’ in South America –failure</li> </ul>	
31/03/2025	<p><b><u>Trade with the East Ralph Fitch and James Lancaster</u></b></p> <ul style="list-style-type: none"> <li>• Context – significance of demand for spices by gentry and middling sort – why?</li> <li>• Establishment of the Turkey Company who commissioned Fitch.</li> <li>• Elizabethan dream – to develop direct trade links between England and India (not under Spanish influence)</li> <li>• Highlight fact that Fitch’s voyage laid the foundations for the later adventures and success of James Lancaster and the establishment of the East Indian Trade Company in Java (not until 1603 -6 months after the death of Elizabeth).</li> <li>• Chronology of Fitch’s voyage from 1583 -1591 in respect of: <ul style="list-style-type: none"> <li>-Information found by Fitch in India</li> <li>-Spice Islands and sea trade with China</li> </ul> </li> <li>• Link to James Lancaster and how Fitch’s information enabled his navigation to India</li> <li>• Formation of East India Company in 1600 and establishment of England’s first warehouse in Java</li> </ul> <p>Turning point in World history – the first footholds of the British Empire which turned into the biggest trading company in the world</p>	
07/04/2025	<p><b><u>Trade with the East Ralph Fitch and James Lancaster</u></b></p> <ul style="list-style-type: none"> <li>• Context – significance of demand for spices by gentry and middling sort – why?</li> <li>• Establishment of the Turkey Company who commissioned Fitch.</li> <li>• Elizabethan dream – to develop direct trade links between England and India (not under Spanish influence)</li> <li>• Highlight fact that Fitch’s voyage laid the foundations for the later adventures and success of James Lancaster and the establishment of the East Indian Trade Company in Java (not until 1603 -6 months after the death of Elizabeth).</li> <li>• Chronology of Fitch’s voyage from 1583 -1591 in respect of: <ul style="list-style-type: none"> <li>-Information found by Fitch in India</li> <li>-Spice Islands and sea trade with China</li> </ul> </li> <li>• Link to James Lancaster and how Fitch’s information enabled his navigation to India</li> <li>• Formation of East India Company in 1600 and establishment of England’s first warehouse in Java</li> <li>• Turning point in World history – the first footholds of the British Empire which turned into the biggest trading company in the world</li> </ul>	
Easter Break		
28/04/2025	<p><b><u>Delivery of World Period Study content -The Making of America 1789-1900</u></b>  <b><u>Unit 1: Expansion, Exploitation and Expulsion 1789-1829</u></b></p>	

	<ul style="list-style-type: none"> <li>• The expansion America 1789-1838 –chronological development and theories behind expansion</li> <li>• The exploitation of Slavery –sectional differences and development of the Cotton Kingdom</li> </ul>	
05/05/25	<p><b><u>Unit 1: Expansion, Exploitation and Expulsion 1789-1829</u></b></p> <ul style="list-style-type: none"> <li>• The expulsion of the Native Americans: Andrew Jackson and the IRA of 1830</li> <li>• The civilized tribes and treatment</li> <li>• The Cherokee Trial of Tears and significance</li> <li>• <b>Learning Checkpoint and Critical Reflection</b></li> </ul>	
12/05/2025	<p><b><u>Unit 2: How did groups see the West 1838-1860</u></b></p> <ul style="list-style-type: none"> <li>• The Native Americans -case study of the Lakota Sioux</li> <li>• Push and Pull factors –the experiences of early migrants</li> <li>• The hazards and challenges facing early migrants on the Oregon and California trails between 1830 and 1860</li> </ul>	
19/05/2025	<p><b><u>Unit 2: How did groups see the West 1838-1860</u></b></p> <ul style="list-style-type: none"> <li>• The Mormons – persecution and settlement of Utah</li> <li>• The Mormons – the impact of the leadership of Brigham Young</li> <li>• The nature and impact of the Californian gold rush 1848-9</li> <li>• The consequences of the Pike’s Peak gold rush 1858-9</li> </ul>	
May Half Term		
02/06/2025	<b><i>Mock revision and preparation lessons</i></b>	
09/06/2025	<b><i>CP and EE examination TBC</i></b>	Year 10 Mock Exams
16/06/2025		Year 10 Mock Exams
23/06/2025		Year 10 Mock Exams
30/06/2025	<b><i>CP and EE DDI and critical reflection</i></b>	Year 10 Mock Exams
07/07/2025	<p><b><u>Delivery of the History Around Us component: The Physical site of Gladstone Pottery Museum</u></b></p> <ul style="list-style-type: none"> <li>• The reasons for the location of Gladstone Pottery Museum within its surroundings</li> <li>• When and why people first created the site of Gladstone</li> <li>• The ways in which the Gladstone site has changed over time</li> <li>• How the site of Gladstone has been used throughout its history</li> <li>• The diversity of activities and people associated with the site of Gladstone 6. The reasons for changes to the site of Gladstone and the way it was used</li> <li>• Significant times in Gladstone’s past: peak activity, major developments, turning points</li> <li>• The significance of specific features in the physical remains at Gladstone</li> <li>• The importance of the site of Gladstone either locally or nationally</li> <li>• The typicality of Gladstone based on a comparison with other similar sites</li> <li>• What the site of Gladstone reveals about everyday life, attitudes and values in particular periods of history</li> </ul>	



14/07/2025	<p><b><u>Delivery of the History Around Us component: The Physical site of Gladstone Pottery Museum</u></b>  Student visit to Gladstone Pottery Museum TBC</p>	
21/07/2025	<p><b><u>Delivery of the History Around Us component: The Physical site of Gladstone Pottery Museum</u></b></p> <ul style="list-style-type: none"> <li>• How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries</li> <li>• How the physical remains can inform artistic reconstructions and other interpretations of Gladstone</li> <li>• The challenges and benefits of studying the site of Gladstone</li> </ul>	