

History Curriculum Year 7

In Year 7 students will learn about life in medieval society, the nature of government and the importance of the Church in this period. They will also do a thematic study of the history of immigration to Britain from 1250 to the present day and a depth study on the Tudor period. We will provide a spotlight on everyday life as well as the big socio-economic and political issues of the time. The skills focus will be on encouraging independent learning along with collaboration skills. We will aim to engender confident handling of essential historical terminology and consistency with analytical writing, evaluation and judgements. Many of the topics invite empathy work, and creative note-making and prose.

The second major topic covers the themes of empire and slavery. Through this, students will develop their grasp of the concepts of imperialism and human rights. They will revisit the themes of the rule of law and democracy, and reinforce their ability to handle evidence and reach substantiated judgements based upon their own interpretations. This topic also offers students to reflect upon an international issue and compare it to similar issues in English history, offering the chance to make links between current affairs and the wider historical context. Furthermore, it will provide a foundation of knowledge and concepts for the USA unit in the GCSE course. They will finish the year with a depth study on women's fight for political equality offering a chance to compare historical campaigns for justice and equality.

Why study History? Autumn Yr7 (3 lessons)

Curriculum goal – Students can explain reasons for the importance of studying History and understand the skills required.

Students will:

- Explain why the study of History is important.
- Understand the skills needed to make sense of sources.
- Practice analysing and evaluating sources using NOP (provenance)

Key vocabulary and concepts: source, inference, fact, opinion, long-term, short-term, nature, origin, purpose

Assessment: Analysis of picture sources for NOP

What can we learn from Medieval History? #1 What was society like? Autumn Yr7 (2-3 lessons)

Curriculum goal – Students will understand the nature and dominant values of medieval England.

Students will:

- Identify similarities and differences between medieval life and C21 society.
- Investigate the importance of the Church in medieval England.
- Make inferences about a medieval location based upon a range of artefacts.
- Apply their knowledge to write creative prose about life in a medieval village

Key vocabulary and concepts: medieval, society, peasant, baron, artefact, monarch, population, Church (vs church),

Assessment: Making inferences based upon the evaluation of a range of artefacts

What can we learn from Medieval History? #2 How was England governed? Autumn Yr7 (7 lessons)

Curriculum goal – Students will understand how England was governed.

Students will:

- Know that rulers gained power through military strength.
- Investigate how the Norman Conquest changed the way the population was controlled.
- Apply their knowledge to write creative prose about the Domesday Book

Key vocabulary and concepts: monarch, barons, knights, government, Norman, Saxon, conquest, feudal system, rebellion, survey, castle, parliament;

Assessment: GCSE exam-style essay on the most effective method of Norman control (PEE paragraph structure and a conclusion which makes a judgement)

What can we learn from Medieval History? #3 What were the causes and outcomes of popular protest? Autumn Yr7 (8 lessons)

Curriculum goal – Students will understand what led to the Peasants' Revolt and the outcomes of it.

Students will:

- Investigate the causes, responses to, and impact of the Black Death.
- Describe the causes, key features, and impact of the Peasants' Revolt.
- Make a judgement on the significance of the Magna Carta

- Apply their knowledge to write creative prose about the Black Death

Key vocabulary and concepts: plague, symptom, disease, contagious, revolt, impact, cause, consequence, impact

Assessment: Judgement on the causes of the Peasants' revolt

How important was the Church? Spring Yr7 (5 lessons)

Curriculum goal – Students will understand the importance of the Church in medieval society

Students will:

- Analyse ways in which the Church controlled and helped people
- Know how the monarchy struggled for power with the Church
- Categorise reasons why people were prepared to fight for religion
- Apply their knowledge to write creative prose about the Crusades

Key vocabulary and concepts: control; Church; church; Heaven; Hell, priest; bishop; alms; tax/tithe; crusade

Assessment: Analysis of sources on the Thomas Beckett controversy

Why did Britain build an Empire? Spring Yr7 (4 lessons)

Curriculum goal – Students will understand the nature of Britain's relationship with the colonies

Students will:

- Know that African civilisations pre-existed European colonisation
- Make a judgement on what it was like be a subject in the British Empire
- Apply their knowledge to write creative prose about the British Empire

Key vocabulary and concepts: empire; government; colony; trade; human rights; discrimination;

Assessment: Analysis of primary sources on life in the Raj

What was life like as a slave? Spring Yr7 (8 lessons)

Curriculum goal – Students will understand the exploitative nature of Europe's relationship with African people, and how the life of African Americans was dominated by prejudice and discrimination.

Students will:

- Describe how Britain benefited from the slave trade
- Analyse what led to the abolition of slavery
- Apply their knowledge to write creative prose about the Middle Passage

Key vocabulary and concepts: empire, civilisation, trade, slavery, emancipation, civil rights, colony, plantation, abolitionist, campaigner, segregation

Assessment: Judgement on comparative impact of abolitionists methods

Where did we come from? Migrants to Britain c1250-C21 Spring Yr7 (12 lessons)

Curriculum goal – Students will understand why migration to the British Isles has occurred and the contributions migrants have made to British culture and society.

Students will:

- Investigate a variety of reasons for migration to Britain since the medieval period to the modern day
- Describe how migrants have suffered discrimination and prejudice
- Analyse a range of contributions made by immigrants
- Apply their knowledge to write creative prose about the experience of migrants

Key vocabulary and concepts: migration; migrant; impact; culture; contribution; discrimination; prejudice;

Assessment: GCSE exam style essay question

How did the Tudors rule England? Summer Yr7 (9 lessons)

Curriculum goal – Students will understand the religious and political controversies surrounding the Tudor dynasty

Students will:

- Investigate how the Tudors came to the throne through warfare
- Know why Henry VIII broke with Rome and created the Church of England
- Describe why England's religion fluctuated between Protestantism and Catholicism
- Know how Elizabeth I brought stability and made England a Protestant power

- Apply their knowledge to write creative prose about the reign of 'Bloody' Mary

Key vocabulary and concepts: monarchy; Crown; Church; Catholic; Protestant; Reformation; tension; conflict; stability

Assessment: Judgement on the most important reason for Henry VIII's divorce from Catherine of Aragon

+ End of year exam - GCSE-style, with a combination of knowledge, source and essay-style questions. The content focus will be on content from the autumn term on the Norman Conquest and medieval England.

How did women gain the vote? Summer Yr7 (10 lessons)

Curriculum goal – Students will understand how the social and political status of women and the working class changed from the Victorian period to the 1920s

Students will:

- Describe how Victorian women suffered inequality and discrimination
- Investigate the campaigns and tactics employed to gain women's rights
- Make interpretations about the impact of various events and tactics
- Apply their knowledge to create propaganda in favour of women's suffrage

Key vocabulary and concepts: sexism; discrimination; authorities; suffragist; suffragette; equality; vote; election;

Assessment: Analysis of primary sources on for comprehension and utility.

History Curriculum Year 8 overview

In Year 8 students will study Early Modern British history with an initial comparison to society in the Medieval and modern society, and an introduction to the Stuart monarchy. Studying this area students will develop an understanding of how religious issues dominated the period, forming the backdrop to the social and political changes which resulted in the next steps towards the rule of law and gradually evolving democracy. The second major topic is the Industrial Revolution which serves as a 'vehicle' for reinforcing students' grasp of British values and how they have been hard won over long periods. They will reinforce the learning skills introduced in Yr7. The unit on women's' rights encourages students to confront common gender biases and further reinforces awareness of the tradition of progress through protest. Year 8 is completed by a study of the nature of trench warfare in the First World War. The thinking behind this is that those students who elect to drop History for GCSE will have some insight into this iconic aspect of British and World history.

**Due to ongoing changes to the History curriculum at Key Stage Three, the current design of the Year 8 scheme of work will change in September 2021. The apparent 'overlap' in Year 7 and 8 content, particularly regarding the history of women's rights, does not mean they will study any content twice.*

How did the Tudors change England? Autumn yr8 (7 lessons)

Curriculum goal – Students will understand why the Tudor century is a controversial period in history.

Students will:

- Identify similarities and differences between medieval life, the early modern period and C21 society.
- Know that religious controversy led to social tension and international conflict
- Interpret how portraits were used as propaganda
- Apply their knowledge to write creative prose about 'Bloody' Mary

Key vocabulary and concepts: Protestant, Catholic, reformation, propaganda;

Assessment: GCSE exam-style essay question on the defeat of the Spanish Armada

What were the causes and consequences of the English Civil War? Autumn yr8 (7 lessons)

Curriculum goal – Students will understand how religious and political beliefs caused conflict and changed England.

Students will:

- Describe how religious controversy led to civil war and political and social change and controversy
- Investigate how England moved away from absolute monarchy and towards democracy
- Apply their knowledge to creative prose about England before the civil war

Key vocabulary and concepts: Protestant, Catholic, reformation, puritan, civil war, democracy, government, short-term and long-term, political, economic, religious

Assessment: GCSE exam-style essay question on causes of the English Civil War

How did the Industrial Revolution change Britain between 1750 and 1900? Spring yr8 (9-11 lessons)

Curriculum goal – Students will understand how rapid changes in technology, science and political thinking revolutionised life in Britain by 1900.

Students will:

- Know how Enlightenment thinking encouraged the development of scientific thinking and technology
- Make inferences about the role of inventors and entrepreneurs in modernising Britain
- Investigate how life changed as Britain rapidly became an urbanised society
- Apply their knowledge to write creative prose about the experiences of Victorian child workers

Key vocabulary and concepts: social, agrarian, urban, industrial, entrepreneur, progress, regress, continuity, poverty

Assessment: Analyse historians' interpretations about progress and regress in this period

How did women gain the vote? Summer Yr7 (6 lessons)

Curriculum goal – Students will understand how the social and political status of women changed from the Victorian period to the First World War

Students will:

- Know how Victorian women suffered inequality and discrimination
- Describe the variety of campaigns and tactics employed to gain women's' rights

- Make interpretations about the impact of various events and tactics
- Apply their knowledge to create propaganda in favour of women's suffrage

Key vocabulary and concepts: sexism; discrimination; authorities; suffragist; suffragette; equality; vote; election;

Assessment: Analysis of primary sources on campaigners for comprehension and utility.

What was life like on the Western Front? (6 lessons)

Curriculum goal – Students will understand the problems faced by soldiers on the Western Front, the ‘Lions led by Donkeys’ controversy and how the Great War is remembered.

Students will:

- Know how trench warfare came about
- Describe the dangers to soldiers from weapons technology and military tactics
- Make judgements about various attitudes towards the war and remembrance
- Apply their knowledge to write creative prose about the Western Front

Key vocabulary and concepts: trenches, stalemate, no-man's land, dugout, infantry, artillery, conscientious objector, remembrance

Assessment: Exam-style essay on Haig and the Battle of the Somme

*End of year exam – GCSE-style questions on the Industrial Revolution including a combination of source and knowledge/essay questions

History Curriculum Year 9

In Year 9 we will use the first three half terms to deliver twentieth century content which will include the Home Front in the two world wars and the political developments in Europe between the wars. They will continue the development of their ability to demonstrate resilience, particularly when dealing with emotionally and intellectually demanding topics such as dictatorship, civilian bombing and the Holocaust. We will consistently provide opportunities to reinforce the analytical writing style and source skills developed since yr7 and work towards the level of skill required at GCSE.

Why did the Great War start and end? Autumn Yr9 (5 lessons)

Curriculum goal – Students will understand what led to the outbreak of war in 1914 and why the Armistice was agreed in 1918

Students will:

- Know there were long-term and short-term causes of war breaking out in 1914
- Categorise the reasons why Germany was defeated in 1918
- Apply their knowledge to write creative prose about a German soldier at the end of the war

Key vocabulary and concepts: long-term and short-term causes; rivalry; nationalism; militarism; imperialism; alliances; flash point; assassination

Assessment: Make a judgement on the reasons for German defeat in 1918

How did life change on the Home Front? Autumn Yr9 (3-4 lessons)

Curriculum goal - students will understand how the economic and social pressures of wartime resulted in significant changes in the relationship between government and public

Students will:

- Make inferences about how DORA and propaganda affected the lives of the British public
- Describe the contribution women made to the war effort
- Apply their knowledge to write creative prose about munitionettes during the war

Key vocabulary and concepts: Act (law); DORA; munitions; propaganda; war effort; shells; collaboration; restriction

Assessment: Exam-style source questions on women during the war

What was the result of the struggle for dictatorship and democracy between the wars? Autumn Yr9 (12 lessons)

Curriculum goal - Students will understand how rival ideologies resulted in the rise of dictatorships in the 1920s and 30s

Students will:

- Know the impact of the Treaty of Versailles on Germany
- Identify why left and right-wing ideologies appealed to different people
- Investigate a variety of factors that led to the Russian Revolution

- Compare Stalin's dictatorship to Orwell's Animal Farm
- Know how the USA experienced the 'roaring 20s' and the Great Depression
- Interpret the way events in Weimar Germany and the Wall St Crash led to the rise of Hitler
- Describe life for children and women in Nazi Germany
- Apply their knowledge to write creative prose about people's views on the Treaty of Versailles

Key vocabulary and concepts: left-wing; right-wing; Nationalist; Socialist; Communist; moderate; dictator; capitalism; depression (economic)

Assessment: Judgement on the causes of the rise of Hitler

Who was to blame for the Second World war starting in 1939? Autumn yr9 (4 lessons)

Curriculum goal – Students will understand how the relationships between leading countries in the 1930s led to the outbreak of war in 1939.

Students will:

- Know how the League of Nations allowed dictatorships to act aggressively
- Make a judgement on how Hitler's actions made war more likely
- Make a judgement on whether Appeasement was the right policy for Britain
- Apply their knowledge to create propaganda cartoons

Key vocabulary and concepts: appeasement; re-armament; dictatorship; democracy; pacifism; propaganda; aggression; 'hearts and minds';

Assessment – Appeasement essay to GCSE exam style

What were the key turning points of the Second World War? Autumn Yr9 (4 lessons)

Curriculum goal – Students will understand how Hitler's leadership of Germany helps explain why the Allies won the Second World War.

Students will:

- Know about early German successes and Hitler's decisions on the course of the war
- Interpret the roles of the USA and USSR in eventual victory in 1945
- Make a judgement on the importance of Hitler's 'mistakes'
- Apply their knowledge to write empathic creative prose about Dunkirk

Key vocabulary and concepts: morale; front (battle); evacuation; disadvantage; moral superiority; atom bomb;

Assessment: Exam-style essay – was the USA right to use the atom bomb?

How did Britain survive? Autumn Yr9 (5 lessons)

Curriculum goal – Students will understand how the British people and government responded to threat of invasion.

Students will:

- Produce an interpretation about Dunkirk
- Make a judgement about the RAFs victory in the Battle of Britain
- Produce an interpretation about the 'Blitz Spirit'
- Know about a variety of experiences of evacuation
- Know how Churchill's image was used as propaganda
- Apply their knowledge to create a piece of propaganda about a turning point

Key vocabulary and concepts: survival; morale; evacuation; turning point; tactics; strategy; propaganda;

Assessment: Analyse primary sources on the Blitz Spirit for comprehension and utility

How can we understand the Holocaust? Year 9 Spring term (6 lessons)

Curriculum goal – Students will understand how the Nazis were able to carry out an attempted genocide against the Jews and other minority groups of Europe.

Students will:

- Categorise the actions of those involved as bystanders, perpetrators, victims and resisters
- Know about Nazi policy and how it developed during the war
- Describe the actions of resisters to the Nazis
- Apply their knowledge to write empathic prose about the experience of a character from Schindler's List

Key vocabulary and concepts: anti-Semitism; genocide; Holocaust; ghetto; persecution; concentration camp; extermination camp;

Assessment: Reach a judgement about why it was so hard for victims to resist

The Cold War – how did the World divide into Capitalist and Communist camps? Yr9 Spring term (7 lessons)

Curriculum goal – Students will understand how the ideological battle between East and West led to the verge of nuclear war.

**Teaching of this unit will depend upon groups having either 2 or 3 lessons per week in Yr9. If only 2, they may need to start on the GCSE content earlier, meaning less time for the Cold War unit.*

Students will:

- Know how the USA and USSR became ideologically opposed superpowers
- Interpret the responsibility for flashpoints such as Berlin, Hungary and Cuba
- Make a judgement on the reasons for the USA's defeat in Vietnam
- Know how the Cold War ended
- Apply their knowledge to write creative prose

Key vocabulary and concepts: capitalist; communist; flashpoint; (dollar) imperialism; arms race; crisis; space race;

Assessment: GCSE style source questions on Cold War

GCSE

Students who opt for History GCSE will start by studying 'Crime and Punishment, 1250-Present day'. We start with this unit because as a thematic 800-year study it provides a backdrop against which the other units can be given historical context. It also revisits the time periods covered in Year 7 and 8. The social theme also offers a chance to reinforce some of the concepts that will provide a grounding for the units with more 'alien' themes. The second unit is the 'History Around Us' Ludlow Castle topic. This fits in with the change over time nature of the Crime unit and covers a similar time period, offering chances to reinforce the pace and nature of social change over the chronological range. We then move onto 'The Elizabethans', a depth study for which the exam is largely interpretation based. Their learning is supported by reference back to the time period already covered twice, so familiarity with the nature of society at the time is intended as a 'buffer' to allow them to focus on the distinctive skills required for the exam. The last unit covered in Year 10 is 'Living under Nazi Rule'. This is a source-based depth study and the reason for placing it here is to allow time to revisit and reinforce the source skills involved periodically before the end of Year 11, as well as to reinforce the learning from Year 9 before too long a gap. We leave the 'Making of the USA' unit until last because it is content heavy, with a wide-range of demanding conceptual knowledge required, being best suited to Year 11 students. Also, the exam technique is identical to the Crime and Punishment unit so is less urgent to cover earlier in the course in that regard.

Crime and Punishment: c1250-present day (Yr 9 summer term) (18-22 lessons)

Curriculum goal – Students will understand how changes in politics, religion, society and technology led to the evolution of crime, law enforcement and punishment.

Students will:

- Categorise ways in which society changed in phases across the 800 year period
- Know that perceptions of crime and methods of law enforcement changed in relation to the nature of society, beliefs and technology of each period
- Compare how different periods saw varying degrees of change and continuity in punishments
- Apply their knowledge creatively to reinforce understanding of new learning

Key vocabulary and concepts:

Generic - sheriff, constable, Justices of the Peace (JPs), trial, assizes, jury, punishment, rehabilitation, deterrence, retribution, change and continuity, execution, petty crime and felony, arson, forgery, treason, homicide, burglary, larceny, fraud, humiliation, capital punishment, corporal punishment

Medieval – manor court, heresy, vagrancy, pillory, stocks, sanctuary, hue and cry

Early Modern - Puritans, vagabond, moral crime, smuggling, highwayman, petty sessions, bridewell, Bloody Code, hard labour, transportation

Industrial era - Enlightenment, white-collar crime, Bow Street Runners, magistrate, Metropolitan Police, detective, prosecution, witnesses, transportation, prison reform, separate system, silent system, treadmill

C20 + - consumer society, car crime, football hooliganism, hate crimes, cybercrime, drug crime, corruption, community policing, DNA, surveillance, crown courts, juvenile courts, Crown Prosecution Service, abolition, borstals, Probation Service, parole, Community Service Order, Victim's Personal Statement

Assessment: End of section exam work for each of the four chronological sections.

History Around Us (Ludlow Castle) (Yr10 autumn term)

Curriculum goal – Students will understand the reasons for and nature of changes in the role of Ludlow Castle since the Norman Conquest.

Students will:

- Describe why Ludlow Castle's site was chosen
- Know how and why the purpose and use of the site has changed over time
- Be able to relate events involving Ludlow to the wider context of British history
- Compare Ludlow Castle to other similar sites (Chepstow, Wigmore, Goodrich)

Key vocabulary and concepts: Norman fortress, fortified palace, administrative centre, romantic ruin, baron, castellan, inner- and outer- bailey, keep / Great Tower, curtain wall, solar block, garderobe tower, accommodation, domestic, Glorious Revolution, decay,

Assessment: Exam-style essay questions for each of the four chronological sections.

The Elizabethans: 1580-1603 (Yr 10 spring term)

Curriculum goal – Students will learn about the nature of Elizabethan society and politics, and how religion and culture changed the nature of life.

Students will:

- Interpret how effectively Elizabeth maintained the loyalty of her people
- Describe how Elizabeth managed religious tension between Catholics and Protestants
- Explain how life was different for the labouring poor, middling sort and gentry
- Describe how culture changed regarding art, theatre, witchcraft and calendar customs
- Make a judgement on the success of Elizabethan adventurers

Key vocabulary and concepts:

Generic: interpretation,

Elizabeth's Power: patronage, court and courtiers, Privy Council, Privy Chamber, Secretary of State, Parliament, propaganda, censorship, progresses and pageants,

Catholic Threat: Catholic, Protestant, Act of Uniformity, Act of Supremacy, Puritan, conformer, recusant, Jesuits, excommunication, Spanish Armada,

Society: gentry, middling sort, labouring poor, poverty, settled poor, vagrant poor, impotent poor, able-bodied poor, vagabonds, Poor Law,

Culture: Merry England, 'high' culture, popular culture, calendar customs, witchcraft, persecution, puritan concerns and godly communities,

Adventurers: colonisation, East India Company,

Assessment: Exam-style interpretation and essay questions for each of the five sections of content

Living Under Nazi Rule: 1933-1945 (Year 10 summer term)

Curriculum goal – Students will understand how life changed for the German people under the Nazi dictatorship, and how the Second World War impacted on Germany and the countries it occupied.

Students will:

- Explain how Hitler consolidated his power between January 1933 and August 1934
- Describe how the Nazis made it difficult for opponents to resist the regime
- Identify how life changed for women, youth, workers and the Jews by 1939
- Know how the Nazis managed public morale and the economy after 1939
- Describe how wartime occupation varied for different countries
- Make inferences about how the war resulted in the Final Solution

Key vocabulary and concepts: National Socialist; Nationalism; Aryan; Fuhrer; Treaty of Versailles; Lebensraum; anti-Semitism; untermenschen; Aryan; Reichstag; decree; trade unions; SA; SS; SD; Gestapo; People's Court; concentration camp; Edelweiss Pirates; indoctrination; discrimination; industrial workers; conscription; re-armament; DAF; Strength Through Joy; Kristallnacht; war economy; passive resistance; total war; Volksturm; occupation; Slavs; Holocaust; persecution; emigration; ghettos; Einsatzgruppen; Final Solution; Auschwitz; genocide; collaboration; accommodation; resistance;

Assessment: Exam-style source and essay questions for each of the five sections of content

The Making of America: 1789-1900 (Yr11 autumn term)

Curriculum goal – Students will understand how, despite severe geographical, political and racial tensions, the USA developed into a leading industrial nation by 1900.

Students will:

- Describe how tension grew between northern and southern states, and between the USA and eastern tribes between 1789 and 1839 as the USA began to expand westwards
- Explain how white settlers, the Mormons, plains tribes and gold miners had differing visions of the West between 1839 and 1860
- Identify the causes of, key events, and aftermath of the Civil War (including Reconstruction)
- Describe why the Indian tribes of the Great Plains were pushed into conflict and defeated between 1861 and 1877
- Explain how life changed for Native Americans and African Americans by 1900
- Describe how the development of cities and big business impacted upon life for Americans between 1877 and 1900

Key vocabulary and concepts:

Generic: President, Constitution, Congress, Supreme Court, states, territories, North, South, East, West, frontier, Great Plains, Rocky Mountains,

Expansion 1789-1839: slavery, plantations, North and South, Cotton Kingdom, Louisiana Purchase, Missouri Compromise (1820), abolition, vision, expulsion, President Jackson, Indian Removal Act (1830), reservations, Cherokee, Trail of Tears

Visions of the West 1839-61: Black Hills of Dakota, Lakota Sioux, tipi, Great Spirit - Wakan Tanka, tribe, buffalo, nomadic, migrant, Manifest Destiny, Mormons, Brigham Young, Salt Lake City, gold rush, Sierra Nevada, Pike's Peak,

Civil War 1861-77: civil war, Bleeding Kansas, Republican Party, Confederacy, President Lincoln, Emancipation Proclamation, Reconstruction, Freedmen's Bureau, President Johnson, Black Codes, 13th-15th Amendments; share croppers,

Settlement and Conflict on the Plains 1861-77: trans-continental railway, cattle ranching, cowboys, homesteaders, Sandcreek Massacre, Great Sioux War, Battle of the Little Bighorn, Colonel Custer, Sitting Bull, buffalo, Dawes Plan, Ghost Dance, Battle of Wounded Knee,

Changing life 1877-1900: Exodusters, Booker T Washington, Jim Crow Laws, Plessy vs Ferguson, Ku Klux Klan, Corporations, Pullman Railroad Car Company, bonanza farms, urbanisation – growth of Chicago, immigration – Ellis Island, American Protective Society, Chinese Exclusion Act,

Assessment: Exam-style knowledge questions and essays on each of the five sections of content.