

**ST. MARY'S COLLEGE**  
**FORM TWO**  
**HISTORY**  
**COURSE OUTLINE 2015-2016**  
**TERM ONE**

<b>Proposed Date/Week</b>	<b>Unit/Section</b>	<b>Topic</b>	<b>Modules</b>
<b>Wk 1-2</b>	<b>01</b>	<b>THE AGE OF EXPLORATION</b>	A. Trade with the East
			B. Problems with overland trade routes in the 15th century
			C. Navigational improvements in 15th century
<b>Wk 3</b>	<b>01</b>	<b>THE AGE OF EXPLORATION</b>	D. Portugal's role in the search for a sea route
<b>Wk 3</b>	<b>02</b>	<b>THE VOYAGES OF COLUMBUS</b>	A. The enterprise of the Indies & Columbus' plan to find a sea route
			B. Reasons for Spain's sponsorship
<b>Wk 4</b>	<b>02</b>	<b>THE VOYAGES OF COLUMBUS</b>	C. Course of voyages, lands encountered, challenges & experiences
			D. Comparisons: exploration vs. colonization
<b>Wk 4</b>	<b>01/02</b>		<b>REVISION OF TOPICS COVERED</b>
<b>Wk 5</b>	<b>03</b>	<b>ORGANIZATION OF SPANISH AMERICAN EMPIRE</b>	A. Treaty of Tordesillas
			B. Conquistadors
			C. Structure of colonial government
<b>Wk 6-7</b>	<b>03</b>	<b>ORGANIZATION OF SPANISH AMERICAN EMPIRE</b>	D. House of Trade, Convoy System
			E. Columbian Exchange

<b>Wk 6-7</b>	<b>04</b>	<b>THE SPANISH AND THE AMERINDIANS</b>	A. Conflict
			B. Encomienda system
<b>Wk 8-9</b>	<b>04</b>	<b>THE SPANISH AND THE AMERINDIANS</b>	C. Impact on Amerindian lifestyle
			D. Genocide
			E. Montesinos & Las Casas
			<b>F. Introduction of African Slave Labour</b>
<b>WK 10-11</b>	<b>05</b>	<b>THE CONQUEST OF THE AZTEC EMPIRE</b>	REVISION OF TOPICS COVERED
			A. Cortes' expedition to Mexico
			B. Quetzalcoatl & Aztec defeat
			C. Other factors/ Moctezuma
<b>Wk 12-13</b>	<b>06</b>	<b>THE CONQUEST OF THE INCA EMPIRE</b>	A. Pizarro expedition to Peru
			B. Inca civil war
			C. Other factors
			Overall Revision

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<b>Wk 1-2</b>	<b>01</b>	<b>CHALLENGE OF SPANISH MONOPOLY</b>	Review of Term 1 Topics
			A. Spain's rivals & the reasons for their challenge
			B. The methods used to challenge the monopoly
<b>WK 3</b>	<b>01</b>	<b>CHALLENGE OF SPANISH MONOPOLY</b>	C. The difference between piracy & privateering D. The role of illicit trading E. The exploits of Francis Drake & John Hawkins F. The effectiveness of the methods used
<b>WK 4</b>	<b>02</b>	<b>NON-HISPANIC SETTLEMENT</b>	A. The use of non -Hispanic settlement to challenge Spanish monopoly B. Early experiences on the Guiana Wild Coast & the Dutch success C. Settlement of the Lesser Antilles by England & France D. Dutch settlement & the role of trade E. Problems of early settlement & the Spanish & Amerindian response
<b>WK 5</b>	<b>02</b>	<b>NON-HISPANIC SETTLEMENT</b>	D. Dutch settlement & the role of trade E. Problems of early settlement & the Spanish & Amerindian response Revision and Assessment
<b>WK 6-7</b>	<b>03</b>	<b>DEVELOPMENT OF NON HISPANIC SETTLEMENTS</b>	A. The choice of an export crop by non Hispanic settlements B. The problem of labour & the use of white indentured labour C. The capture of Jamaica by England D. The exploits of the Buccaneers & the role of Henry Morgan
<b>WK 8-9</b>	<b>03-04</b>	<b>DEVELOPMENT OF NON HISPANIC SETTLEMENTS/ THE SUGAR REVOLUTION</b>	E. Recognition of non Hispanic settlements Assessment  A. The factors responsible for the introduction of sugar cane cultivation

<b>WK 10-11</b>	<b>04</b>	<b>THE SUGAR REVOLUTION</b>	<p>B. The economic changes: landholdings, land prices, labour force &amp; capital</p> <p>C. The transition from Proprietary System to Representative System in English colonies</p> <p>D. The introduction of British &amp; French mercantilism &amp; the Navigation Acts</p> <p>E. The impact of new trading policies on the Dutch &amp; the outbreak of the Dutch wars</p> <p>Assessment</p>
<b>WK 12</b>	<b>01-04</b>		<p>Review of topics</p> <p>Prep for third term</p>

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<b>Wk 1-2</b>	<b>01</b>	<b>THE TRIANGULAR TRADE</b>	A. The operation of the triangular trade: continents, ports, goods traded B. The recruitment of enslaved Africans in West Africa C. Middle Passage & the experiences of its victims
<b>WK 3</b>	<b>01-02</b>	<b>THE TRIANGULAR TRADE/ THE PLANTATION SYSTEM</b>	D. The preparation & sale of enslaved Africans in the Americas Assessment A. The concept of the plantation as a farm & a factory with a resident labour force B. The layout of the plantation: lands, factory area, residence
<b>WK 4</b>	<b>02</b>	<b>THE PLANTATION SYSTEM</b>	C. planting & harvesting of sugar cane D. The processing of sugar cane: mills, boiling house, curing house, distillery E. A brief outline of other crops grown using plantation system
<b>WK 5</b>	<b>03</b>	<b>THE PLANTATION SOCIETY</b>	REVISION and ASSESSMENT A. The development of a three tiered society based on colour B. The composition of the white class
<b>WK 6-7</b>	<b>03-04</b>	<b>THE PLANTATION SOCIETY/ RESISTANCE AND REVOLT</b>	C. The composition of the coloured class & examples of discrimination D. The divisions among the enslaved & their daily routine E. Examples of African cultural survivals A. Slave laws & codes in different colonies to control the enslaved
<b>WK 8-9</b>	<b>04</b>	<b>RESISTANCE AND REVOLT</b>	B. The motives for enslaved resistance C. Types of resistance: insurrectionary & non-insurrectionary D. Examples of enslaved revolt (spontaneous vs. unplanned) & their leaders E. The development of maroon communities & attempts at suppression
<b>WK 10</b>			OVERALL END OF YEAR REVISION
<b>WK 11-12</b>			EOY EXAMS & DISTRIBUTION OF REPORTS