


Department	HISTORY Year 8	
Key Stage	3	

Unit Title	Why This Is Important and Why Is It Taught at This Point?
Industry and Empire	<p>There were many points in History that can be seen as turning points and have major impacts on everyday life. The Industrial Revolution was a major turning point. Telford is named as the birthplace of the revolution. This topic holds our local study. Britain's economy was based on agriculture (farming). With the development of the Empire there was an increase in resources. This new increase of goods and a growth in population saw a need for change. The creation of items had been in the domestic sector. Clothing and goods made in the home and then sold on. The revolution saw the development of mass manufacturing. In this unit we learn and discuss the reasons for having an Empire and the consequences of Empires, on both individuals and the county as a whole. The Industrial revolution is a major consequence. This unit looks at the change in society, economy and health.</p>

Dates Delivered & Unit Title	End Points / Curriculum Related Expectations (CREs)	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method Course guides and Reading
Year 8 Autumn 1 Industry and Empire	<p>Knowledge and understanding – Students will know the way in which people lived to compare 1750-1900-present. They will know what the British Empire was, its legacy and arguments for and against</p> <p>Cause and Consequence – Students will be able to give reasons for the building of an empire and its links to the industrial revolution. They will be able to explain consequences both</p>	<p>Life in 1750</p> <ul style="list-style-type: none"> • Population • Work • Health • transport <p>Changes in Industry</p> <ul style="list-style-type: none"> • Factories • Machines • Power • Working conditions <p>Changes in Transport</p> <ul style="list-style-type: none"> • Roads- turnpike trusts 	<p>Evaluation of interpretations</p> <p>Knowledge and understanding of key individuals and events.</p> <p>Understanding of change and continuity of life in the industrial era and the Empire.</p>	<p>Classwork is completed with success criteria</p> <p>End of Unit assessment</p> <p>Class links for teams will have booklets</p>

positive and negative of the Empire and revolution.

Significance / impact

Students will be able to give judgements of importance on factors in building and empire and determining change in industry.

Change and continuity –

Students will be able to describe changes made over time.

Source analysis and interpretation analysis –

Students will be able to use knowledge to evaluate an interpretation or a source.

<ul style="list-style-type: none">• Canals• Railways
Public Health in the Industrial Revolution <ul style="list-style-type: none">• Development of understanding – miasma to Germ Theory• Cholera epidemics• Lack of a welfare state
Why is Telford important? <ul style="list-style-type: none">• Abraham Darby family• Iron Bridge• Thomas Telford.
Empire <ul style="list-style-type: none">• Reasons for building an Empire• Where was the British Empire
Was the British Empire a force for Good? <ul style="list-style-type: none">• Opium Wars• David Livingstone

Understanding the causes and consequences of the industrial revolution and the building of the British Empire

<https://www.bbc.co.uk/bitesize/topics/zm7qtfr>

<https://www.bbc.co.uk/bitesize/topics/z7kvf82>

Unit Title 2a	Why This Is Important and Why Is It Taught at This Point?
To what extent did abolition improve the lives of African Americans? Part 1 - The horrors of slavery. Part 2 – The Civil Rights movements and progress to today.	Events in History don't usually have one cause. That's even truer of major developments. There are usually many causes which work together. The campaigns and campaigners that form part of this study were important factors, but they were helped by other changes within the time. Britain alongside other countries across the world has become a more equal society over the past decades. Since the 1960's, groups who might have been ignored or discriminated against in the past have achieved great progress towards equal rights and the changes have happened much more quickly in recent years. The study of the struggle for equal rights is key for understanding life today and the struggles some still may face. The study allows us to look at factors for change.

Dates Delivered & Unit Title	End Points / Curriculum Related Expectations (CREs)	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method Course guides and Reading
Year 8 Autumn 2 and Spring 1 Slavery, abolition and civil rights.	Knowledge and understanding – Students will know what enslavement has looked like in different eras/cultures. Understand the horrors of slavery. How it was Abolished in Britain and also The USA. Be able to describe some events from the Civil rights movement. Describe some aspects of Black British History. Cause and Consequence – Students will be able to give reasons for the ending of slavery and successes and failures of the civil rights movement.	What are the ways and reasons for enslavement throughout History? <ul style="list-style-type: none">• Definition• Ancient Egypt• Ancient Rome• Aztec• Japanese WW2• Modern slavery	Evaluation of interpretations / sources Knowledge and understanding of key individuals and events. Understanding of change and continuity within the civil rights era, both world events and British History Understanding the impact of the invention of race on the population	Classwork is completed with success criteria End of Unit assessment Class links for teams will have booklets
		What were the interpretations of slavery in the 19 th Century? <ul style="list-style-type: none">• Reasons for interpretations.• Opposing interpretations.		
		How did the increase in European Trade affect African societies? <ul style="list-style-type: none">• Indigenous African Slavery• European racialisation of slavery.• Story of Olaudah Equiano		
		The Middle Passage <ul style="list-style-type: none">• Trade triangle• Conditions on the Middle Passage		

	<p>Significance / impact Students will be able to give judgements of importance of different factors across events. Students will be able to explain the impact enslavement had on individuals and African societies.</p> <p>Change and continuity – Students will be able to describe changes of the way that society accepted different groups of people.</p> <p>Source analysis and interpretation analysis – Students will be able to use knowledge to evaluate an interpretation or a source.</p>	<ul style="list-style-type: none"> • Slave Ship Zong case study. <p>What happened on a cotton plantation?</p> <ul style="list-style-type: none"> • Different jobs given to enslaved • Work • Culture • Life • punishment <p>When and how was Slavery Abolished in the British Empire?</p> <ul style="list-style-type: none"> • Political causes • Individuals • Economic causes • Social causes • Slave Trade Act • Slavery Abolition Act <p>What was America like after Emancipation?</p> <ul style="list-style-type: none"> • 14th Amendment • Jim Crow Laws and segregation <p>Who were the KKK?</p> <ul style="list-style-type: none"> • Political influence • Social impact and influence 		
		<p>What events were significant in the Civil Rights movement?</p> <ul style="list-style-type: none"> • Bus Boycott • Brown vs Board of Education • Timeline of events 	https://www.bbc.co.uk/bitesize/topics/zq9ysk7 https://www.bbc.co.uk/bitesize/topics/z2qj6sg https://www.bbc.co.uk/bitesize/topics/zgb39j6	
		<p>Who was Emmett Till?</p> <ul style="list-style-type: none"> • Story of Emmett’s murder • Significance of the event 		
		<p>Who were Malcom X and Martin Luther King Jr?</p> <ul style="list-style-type: none"> • Source work • Malcolm X factfile • Martin Luther King Jr factfile. 		
		<p>Britain: How did racial tension lead to the death of Charles Wotten in Liverpool’s docks?</p> <ul style="list-style-type: none"> • Rise in racial tensions post WWI 		

		Life in Britain – what was the Windrush? <ul style="list-style-type: none"> • Life post WW2 • Nationality Act • Windrush 	
		How did the Bristol bus boycott change Britain? <ul style="list-style-type: none"> • Causes of the boycott • Consequences of boycott. 	
		Was there progress? <ul style="list-style-type: none"> • Political • Economic • Social 	
		What about life in Britain? <ul style="list-style-type: none"> • LGTBQ • BAME • Women • Disabled 	

Unit Title -3	Why This Is Important and Why Is It Taught at This Point?
How should WW1 be remembered?.	In this unit, we are going to look at the causes, events and end of World War One in order to answer our enquiry of how it should be remembered. It challenges the traditional ideas of the First World War. This unit continues on from the civil rights unit where we encountered the impact of the wars on society.

Dates Delivered & Unit Title	End Points / Curriculum Related Expectations (CREs)	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method Course guides and Reading
Year 8 Spring Term WWI	Knowledge and understanding – Students will know how the War is viewed in a traditional sense and be able to dispel some of the myths.	What views of the First World War does Corrigan question in his work? <ul style="list-style-type: none"> • Myths of WWI • Scholarship reading What caused WWI? <ul style="list-style-type: none"> • Militarism • Alliances 	Evaluation of interpretations / sources Knowledge and understanding of	Classwork is completed with success criteria End of Unit assessment

<p>Students will be able to describe conditions for the soldiers in trenches as well as the events leading to the war. The students will be able to describe terms of the Treaty of Versailles.</p>	<ul style="list-style-type: none"> • Imperialism • Nationalism • Historians arguments 	<p>key individuals and events.</p>	<p>Class links for teams will have booklets</p>
<p>Cause and Consequence – Students will be able to give reasons for the outbreak of War, the use of trenches. Students will be able to give consequences for the conditions in the trenches.</p>	<p>Short term causes of WW1</p> <ul style="list-style-type: none"> • Assassination of Archduke Franz Ferdinand 	<p>Understanding of change and continuity within Early Modern era</p>	
<p>Significance / impact Students will be able to give significance of events leading to war and the impact of the war.</p>	<p>Why did Britain join the First World War?</p> <ul style="list-style-type: none"> • Invasion of Belgium • Schlieffen Plan 	<p>Understanding the impact of the Renaissance and Reformation on the population</p>	
<p>Change and continuity – Students will be able to describe changes to the way different groups of people were viewed.</p>	<p>Who were the BEF and the Conscientious objectors?</p> <ul style="list-style-type: none"> • Recruitment • Propaganda • Conscientious Objector • Interpretations 		
<p>Source analysis and interpretation analysis – Students will be able to use knowledge to evaluate an interpretation or a source.</p>	<p>What was life like on the Front line?</p> <ul style="list-style-type: none"> • Trench warfare • Conditions 		
	<p>Why does David Olusoga call it a ‘Worlds War’?</p> <ul style="list-style-type: none"> • Soldiers of the Empires • Battles outside of Europe • Scholarship work 	<p>https://www.bbc.co.uk/bitesize/topics/zxwg3j6</p> <p>https://www.bbc.co.uk/bitesize/topics/z4crd2p</p>	
	<p>‘Lions led by Donkeys’</p> <ul style="list-style-type: none"> • Haig • Historiography – change in interpretation over time. • Battle of the Somme 		
	<p>Women in the First World War?</p> <ul style="list-style-type: none"> • Change of attitudes • Work in ammunition factories • Suffrage movement 		
	<p>How was stalemate Broken?</p> <ul style="list-style-type: none"> • New weapons – Gas, Tanks, Panes. 		
	<p>End of War – Treaty of Versailles. Why was it not a lasting peace?</p> <ul style="list-style-type: none"> • Peace terms • Problems 		

Unit Title - 4	Why This Is Important and Why Is It Taught at This Point?
Emergence of Dictatorship and the Second World War	Following the study of World War One, students will encounter the three European Dictators and investigate how they used the First World War to gain their power. This topic looks at how the aftermath of war can leave political as well as social chaos that can be manipulated. The students will also look at the role of the dictators at the start of the Second World War. They will focus on Mussolini, Stalin and Hitler.

Dates Delivered & Unit Title	End Points / Curriculum Related Expectations (CREs)	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method Course guides and Reading
Year 8 Summer term Dictators and WW2	<p>Knowledge and understanding – Students will know how each Dictator came to power, which country and their political standing. The students will understand how the Second World War began.</p> <p>Cause and Consequence – Students will be able to give reasons for people voting for political parties and the consequences in changes in government</p> <p>Significance / impact Students will be able to explain the significance of events and the impact on the people.</p>	Russia in First World War <ul style="list-style-type: none"> Problems faced by the Tsar Revolution 	<p>Evaluation of interpretations / sources</p> <p>Knowledge and understanding of key individuals and events.</p> <p>Understanding of change and continuity within government</p> <p>Understanding the impact of the Civil War and change in government.</p>	<p>Classwork is completed with success criteria</p> <p>End of Unit assessment</p> <p>Class links for teams will have booklets</p>
		Stalin <ul style="list-style-type: none"> How he gained power Cult of personality 		
		Italy <ul style="list-style-type: none"> History and problems in First World War 		
		Mussolini <ul style="list-style-type: none"> How he gained power Type of ruler 		
		Germany after First World War <ul style="list-style-type: none"> Problems 		
		Adolf Hitler <ul style="list-style-type: none"> How he came to power 		

Change and continuity –

Students will be able to describe changes of the way that political parties were seen and how governments changed.

Source analysis and interpretation analysis –

Students will be able to use knowledge to evaluate an interpretation or a source.

Outbreak of the Second World War

- Appeasement
- Nazi Soviet Pact
- Invasion of Poland.

<https://www.bbc.co.uk/bitesize/topics/z94cwmn>

<https://www.bbc.co.uk/bitesize/topics/zk94jxs>