

	<p>Religious conflict between Catholics and Protestants</p> <p>Societal changes in the Early Modern Period</p> <p>Disciplinary</p> <p>Why did things change in the Early Modern period? (cause and consequence)</p> <p>How did things change in the Early Modern period? (change and continuity – nature, and extent)</p>	<p>The growth of democracy between 1750-1900 and the impact this has on people’s lives.</p> <p>How far society changes in the Industrial Period.</p> <p>Disciplinary</p> <p>Why did things change in the Industrial period? (cause and consequence)</p> <p>How did things change in the Industrial period? (change and continuity – nature, extent, speed)</p>	<p>What impact did the Empire have on the colonies (case study investigations - India, Australia)</p> <p>What impact did the Empire have on Britain?</p> <p>Disciplinary</p> <p>The significance of the British Empire and how it has been interpreted</p>	<p>What was the continent of Africa like prior to European involvement?</p> <p>The colonisation of Africa and the Transatlantic Slave Trade.</p> <p>Experiences on the plantations and resistance and rebellion to slavery.</p> <p>How did Britain benefit from the slave trade?</p> <p>How was slavery abolished?</p> <p>Disciplinary</p> <p>Sources and interpretations of slavery and the slave trade</p>	<p>What was the North American continent like before it was colonised?</p> <p>The original 13 colonies of America.</p> <p>How and why America gained independence from British rule</p> <p>The impact of colonisation on the Native Americans.</p> <p>How and why did the American government expand west</p> <p>Disciplinary</p> <p>Causes of the war for independence and the consequences</p> <p>What was the impact of American expansion west ward</p> <p>What continued and changed for the different types of Americans</p>
<p>Components</p>	<p>Students will understand challenges to King James I power and how he overcame them.</p> <p>Students will understand the different causes of the English Civil War and how far Charles I was to blame, the different soldiers, leaders and battles and the outcome of the English Civil War.</p>	<p>Students will know that Richard Arkwright created the water frame and be able to explain how it was a turning point in British history through the creation of the first factory and the growth of new towns. order to see how Britain changed because of the Industrial Revolution.</p>	<p>Students will know the different reasons why Britain wanted an Empire and be able to evaluate the most significant reason.</p> <p>Students will know the impact the Empire had on different colonies and how these areas changed due to British colonial rule to evaluate whether the</p>	<p>Students will know how the creation of Empire leads to the creation of the slave triangle and explain the different stages of the triangle.</p> <p>Students will know the experiences of slaves during the different stages of the slave triangle to understand the similarities and differences of</p>	<p>Students will understand that America was inhabited by indigenous people before being colonised by Europeans.</p> <p>Students will know why the American War of Independence happened and the consequences of this.</p>

	<p>Students will consider different interpretations of Cromwell in order to understand the reasons why Cromwell is viewed by different people in different ways based on the origin of the authors of interpretations.</p> <p>Students will understand different aspects of Early Modern society including; living conditions, science and medicine, crime and punishment, women and exploration.</p> <p>Students will explain the extent of change during the period leading to the Glorious Revolution in order to come to a judgement as to how far it was a Glorious Revolution at the end of the period.</p> <p>Georgians</p>	<p>Students will know that the Industrial Revolution impacted different people in different ways through the study of</p> <ul style="list-style-type: none"> • Jackson's Mill • Bradford and Saltaire • Democracy of working classes and women • Workhouses • Law and Order • Religion • Science and Medicine <p>Students will know how Parliament was elected in the 1800s and the impact this had on different people in order to understand how democratic changes to Britain were by 1901</p> <p>Students will know different social attitudes and values and how these impacted different people</p>	<p>Empire was advantageous for everyone. Case studies will be on@</p> <ul style="list-style-type: none"> • Australia <p>Who lived there originally</p> <p>How was Australia colonised</p> <p>What were the consequences of this.</p> <ul style="list-style-type: none"> • Jewel in the Crown (India) <p>Who ruled India before the British?</p> <p>How did the British come to rule India?</p> <p>What were the consequences on India?</p> <p>Was the British Empire a force for good?</p>	<p>different slaves through the study of</p> <ul style="list-style-type: none"> • The Middle Passage • Plantation Life <p>Students will know how the slave trade was abolished in Britain in order to evaluate different interpretations of why the slave trade was abolished by analysing historiography.</p>	<p>Students will have a foundational knowledge of why people moved West across America and how the USA added territory.</p> <p>Students will have a clear idea on the causation of the American Civil War, by exploring differences between the North of the USA and the South of the USA.</p> <p>Students will explore the consequences of reconstruction on the lives of African Americans and White Americans.</p> <p>Students will also explore how the lives of native Americans have been changed permanently and the consequences of this on their communities.</p>
<p>What pupils should already know (prior learning components)</p>	<p>The importance of religion in everyday lives in Year 7 when understanding Medieval life</p> <p>The differences between social classes In Year 7 in the Feudal System</p> <p>Battles were fought in fields by large opposing armies until the one side conceded usually when the leader of one army died.</p> <p>Events have more than one cause (Year 7, Year 8 prior learning).</p> <p>Students have will previously looked at sources and interpretations in</p>	<p>Living conditions in Medieval and Early Modern to identify change and continuities across time periods (Y7 Medieval Life, Tudor life and Y8 Stuart Life)</p> <p>How Parliament changed and the rise of democracy (Y7 Power, Y8 Civil War, Cromwell, Restoration and Glorious Revolution)</p>	<p>Britain had gone through an Industrial Revolution focused on the textile industry. (Industrial Y8)</p> <p>How to compare the similarities and differences of peoples' experiences (Medieval life Y7, Tudor life Y7, Stuart life Y8 and Industrial living cond.)</p> <p>Interpretations are based on origin (Cromwell Y8, Henry VIII Y7)</p> <p>Events have more than one cause and be able to evaluate the significance of different causes to reach a judgement (Peasants' Revolt Y7, Reformation Y7,</p>	<p>Britain had gone through an Industrial Revolution focused on the textile industry. (Industrial Y8)</p> <p>Britain had built a huge Empire that ruled over 1/3 of the world, slavery was critical to the growth of the Empire. But also the Empire was important to ending the Slave Trade through the 19th Century.</p> <p>How to compare the similarities and differences of peoples' experiences (Medieval life Y7, Tudor life Y7, Stuart life Y8 and Industrial living cond.)</p>	<p>Britain had gone through an Industrial Revolution focused on the textile industry. (Industrial Y8)</p> <p>Britain had built a huge Empire that ruled over 1/3 of the world, slavery was critical to the growth of the Empire. But also the Empire was important to ending the Slave Trade through the 19th Century.</p> <p>How to compare the similarities and differences of peoples' experiences (Medieval life Y7, Tudor life Y7, Stuart life Y8 and Industrial living cond.)</p>

	their learning- Harrying of the North and King John		Gunpowder Plot Y8, English Civil War Y8)	Interpretations are based on origin (Cromwell Y8, Henry VIII Y7) Events have more than one cause and be able to evaluate the significance of different causes to reach a judgement (Peasants' Revolt Y7, Reformation Y7, Gunpowder Plot Y8, English Civil War Y8)	Interpretations are based on origin (Cromwell Y8, Henry VIII Y7) Events have more than one cause and be able to evaluate the significance of different causes to reach a judgement (Peasants' Revolt Y7, Reformation Y7, Gunpowder Plot Y8, English Civil War Y8) The slave Trade was a significant trade that had enslaved millions of Africans who were brought to the Americas.
Transferrable knowledge (skills)	<p>To understand that causes have more than one event and can be categorised into factors which can be ranked and evaluated</p> <p>That interpretations of the past have authors who have beliefs based on their origin and experience,</p> <p>That the Monarchy in England was challenged and its power was reduced by Parliament which eventually leads to democracy.</p> <p>Experiences of past events differ dependent on circumstances and the impact of an event can vary in terms of importance, nature and length of impact.</p> <p>How to evaluate an events long and short term causes and how to evaluate in terms of importance once they are linked.</p>	<p>How to consider societal changes over time and the impact these changes had in order to evaluate the importance of them.</p> <p>Experience of past events differ dependent on circumstance and the impact of an event can vary in terms of importance, nature and length of impact.</p> <p>To know that the water frame led to the creation of a factory and then the growth of towns.</p> <p>To know that towns grew rapidly and the impact this had on living conditions effected different people.</p> <p>To know that ordinary people fought for more power and democracy and by the end of the period working class men had been enfranchised but women had not.</p>	<p>Experiences of past events differ dependent on circumstances and the impact of an event can vary in terms of importance, nature and length of impact.</p> <p>To consider how and why interpretations are formed and can change due to nature, origin, purpose or audience.</p> <p>To know that Britain built an empire that covered a quarter of the world.</p> <p>How to consider an events causes and link different causes together and evaluate in terms of importance.</p> <p>The impact of an event can vary in terms of importance, nature and length of impact.</p>	<p>To know how slavery was abolished across the British Empire.</p> <p>To know that slavery ended at different times across the world.</p> <p>To know the impact of slavery on race relations to link to British Values and modern world events regarding race.</p>	<p>To know where America is</p> <p>To know what America is and give a comparable experience that is very different to the British one.</p> <p>To know how the American system of government works and apply that to the modern day equivalent.</p>

	Use of sources and interpretations. To know that there is still a social hierarchy.				
Key vocabulary pupil will know and learn	Cause and consequence, convicted, Protestant, Catholicism, Civil War, royalists, Parliament, musketeers, pikeman, cavalry, plague, supernatural, witches, buboes, superstition, consequences, cauterisation, physician.	Industrial Revolution, slums, suburbs, urban, protest, democracy, MP, enfranchise, reform, Act	Empire, colonisation, trade, conquest	middle passage, plantation, overseer, driver, slavery, auction, abolition	Reconstruction, Confederate, Union, Lynching, Jim Crow
Assessment activities	End of unit assessment Knowledge Recall “Why was there an English Civil War?” Extended writing	End of Unit Assessment Knowledge Recall 30 minutes - “The Industrial period was a time of dramatic and rapid change.” How far do you agree with this statement about the impact of the Industrial Revolution? Extended writing	End of Unit Assessment Knowledge Recall 15 minutes – How useful is Source A in telling us about the British Empire?		
Resources available	Shared area lesson resources: I:\Humanities\History\Lessons and resources\Year 8\1. Stuarts\3. Gunpowder Plot AWL 20 and 21 I:\Humanities\History\Lessons and resources\Year 8\1. Stuarts\4. Causes of the Civil War AWL 22\2021 Causes of English Civil War.pptx I:\Humanities\History\Lessons and resources\Year 8\1. Stuarts\5. Civil War soldiers and Battles AWL 23 I:\Humanities\History\Lessons and resources\Year 8\1. Stuarts\6. End of unit assessment AWLs 22-24	Shared area lesson resources I:\Humanities\History\Lessons and resources\Year 8\2. Industrial Britain1750-1900's Richard Arkwright V:\Department Resources\History\Richard Arkwright 1 LRC Research Box Resources School Archive boxes from LRC Textbook – Living through History Pages 52-53	Shared area lesson resources I:\Humanities\History\Lessons and resources\Year 8\4. Empire and Slavery\Empire and Slavery\NEW 2021 Empire	Roots V:\Department Resources\History\ROOTS The Compleat Mini Series	

[I:\Humanities\History\Lessons and resources\Year 8\1. Stuarts\10. Stuart Life AWL 27\AWL 27 Stuart life\Option A for AWL 27 at least 5 lessons\1. Plague\2021 Plague.pptx](#)

[I:\Humanities\History\Lessons and resources\Year 8\1. Stuarts\10. Stuart Life AWL 27\AWL 27 Stuart life\Option A for AWL 27 at least 5 lessons\2. Great Fire\Great Fire of London LM.pptx](#)

[..\..\History\Lessons and resources\Year 8\1. Stuarts\10. Stuart Life AWL 27\AWL 27 Stuart life\Option A for AWL 27 at least 5 lessons\3. Women\2021 Women.pptx](#)

[..\..\History\Lessons and resources\Year 8\1. Stuarts\10. Stuart Life AWL 27\AWL 27 Stuart life\Option A for AWL 27 at least 5 lessons\4. Witches\Witchcraft My.pptx](#)

[I:\Humanities\History\Lessons and resources\Year 8\1. Stuarts\10. Stuart Life AWL 27\AWL 27 Stuart life\Option A for AWL 27 at least 5 lessons\5. Medicine\Surgery and advances My.ppt](#)

[I:\Humanities\History\Lessons and resources\Year 8\1. Stuarts\10. Stuart Life AWL 27\AWL 27 Stuart life\Option A for AWL 27 at least 5 lessons\6. Assessment\2021](#)

	<p>Assessment Lesson with answers fc.pptx</p> <p>PowerPoints</p> <p>Worksheets</p> <p>RRR Textbooks</p> <p>Story, source, scholarship</p> <p>www.YouTube.com</p>				
Notes	<p><u>Subject Knowledge:</u></p> <p>The topic introduces the idea of a Civil War and what that means for English people.</p> <p>In the build-up, the topic starts with the Gunpowder plot to help the students understand the discontent of the people.</p> <p>The topics helps students to understand the consequences of the English Civil War.</p> <p>Students will have studied Civil War in Year 7 when looking at the War of the Roses. The learning will also link to the topic on Russia when we look at the two revolutions and the Civil War between the Red & White armies in Russia.</p> <p>Understanding that most people are farmers during the Stuart period until the end of 1750 which leads onto our learning on the Industrial Revolution topic.</p> <p>Science & technology – changes in medicine during the Stuart times.</p> <p>Society and culture – different people’s experiences during this period.</p>	<p><u>Subject Knowledge</u></p> <p>This topic introduces the dramatic changes to industry that occurred between 1750-1900 that can be used to explain the growth of Empire and how warfare changed in preparation for WWI in Year 9.</p> <p>This topic is also important to understand the significance of industrialisation for WWI to understand the problems that came as a result for Russia and allowed for the rise of communism.</p> <p><u>Disciplinary knowledge</u></p> <p>The topic allows for the development of understanding of how society changed over time. This enables students to consider the impact and significance of different changes over time.</p> <p><u>Links to British Values</u></p> <p>Rule of Law – Are all laws fair (protest and Luddites)</p> <p>Democracy – Protest how different social classes fight for the right to fought and political power</p>	<p><u>Subject Knowledge</u></p> <p>The topic introduces the clear connection between countries across the World.</p> <p>The topic is important to allow students to challenge their prior perceptions of the past and the Eurocentric view of the world through the consideration of the impact Empire had on the colonies. It also allows them to challenge preconceptions and attitudes towards different races.</p> <p>The topic is important to the developing understanding of Y9 WWI topic of how Imperialism leads to becoming a long term cause of the war.</p> <p><u>Disciplinary Knowledge</u></p> <p>This topic allows for the development of causal thinking, being able to attribute and explain why one cause is more important than the rest. This is useful in allowing students to develop their opinions and historical judgements and arguments independently.</p> <p>The topic allows students to consider that interpretations and historians are influenced by various factors and that these impact the content of the interpretation.</p>	<p><u>Subject Knowledge</u></p> <p>This topic introduces students to the concept of slavery, and how this changed the world.</p> <p>It is intended to challenge misconceptions about slavery, what was it and how did it operate and what happened on the plantations.</p> <p>Who was responsible for securing slaves freedom, in which we look at examples of resistance such the Haitian Revolution.</p> <p>What is the legacy of the slave trade in Britain from the abolitionist movement and the money made from the slave trade that was invested into the very character of many cities and stately homes.</p> <p><u>Disciplinary Knowledge</u></p> <p>This topic is focused on why people have different interpretations of the Slave Trade. Using these skills to draw conclusions about how people have different opinions due to their vested interests.</p> <p><u>Links to British Values</u></p>	<p><u>Subject Knowledge</u></p> <p>This topic allows for the foundation of the understanding America as a wider world study and how America grows its power and wealth to prepare for future learning of America as a superpower in the 20th Century and support the narrative of African Americans in the Making of America at KS4.</p> <p>It is also important that students know and understand what and where the USA is due to its prominence in international relations, the world politics and the global economy.</p> <p>To have a direct comparison with Britain to see that there is many different versions of democracy.</p> <p>To gain knowledge about the divisions of the United States of America.</p> <p><u>Disciplinary Knowledge</u></p> <p>This topic focuses on the skill of cause and consequence. Allowing us to explore how the lives of White Americans African Americans and Native</p>

	<p>Religion – Responses/causes to the Black Death.</p> <p>This topic is important to allow students to begin to think of life by the end of the Stuart period. This will help them in the Industrial Revolution topic when comparing life in 1750 to 1900.</p> <p><u>Disciplinary Knowledge:</u></p> <p>The topic looks at evidence in the form of sources. We also investigate cause and consequence when looking at the cause of the English Civil War, the consequences of the war. We do this by focusing on the impact which leads onto Cromwell’s leadership.</p> <p>The unit focuses on thematic components throughout such as government and its lack of authority in the Stuart period. Religion is emphasised as it forms the foundation of the unit when looking at causation.</p> <p>This topic allows for the development of casual thinking, being able to attribute and explain why one cause is superior to the rest. This is useful in allowing students to develop their opinions and historical judgements and arguments independently.</p> <p>Students continue their journey with sources and interpretations, particularly in terms of origin, purpose and audience.</p> <p><u>Links to British Values:</u></p> <p>Rule of law – link to the New Model Army. What is right? Monarch had more power.</p> <p>Democracy – lack of democratic state during Charles I.</p>		<p><u>Link to British Values</u></p> <p>Respect and Tolerance – Not treating people differently due to race.</p> <p>Liberty – Subjecting other people to British rule despite how this might impact those countries</p> <p>Democracy – The role of Parliament and democratic process to abolish slavery</p>	<p>Respect and Tolerance- we should not enslave other humans and everyone deserves to be treated with dignity.</p> <p>Liberty- Every human should be free to make their own personal choices and are not property.</p>	<p>Americans have diverged throughout the time.</p> <p><u>Links to British Values</u></p> <p>Respect and tolerance- learning to live side by side with respect and sharing</p> <p>Democracy- How does the American democracy work</p> <p>Rule of Law- What is a constitution and are they important.</p>
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	Individual liberty – at times lack of choice due to social status.				
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