

Subject: **History** **Year** **8** **Ability** **All**

Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Topic	The Stuarts	The Georgians	The Industrial Period	The British Empire	The Making of America 1789-1920
Pupils will learn...	Enquiry Question: To what extent did peoples lives turn upside down between 1603-1714 ? The Key skill we will be focusing on this term is explaining causes and consequences of changes to peoples lives. How did peoples lives change during the Stuart period? How dramatic were the changes to peoples lives? Did Peoples lives get better during the Stuart period?	Enquiry Question: How did the Georgians make Great Britain? The Key skill we will be focusing on significance. What were the significant events during Georgian Britain? What were the key features of Georgian society? How was Georgian Britain changed by the Wider World?	Enquiry Question: How far was the Industrial Period a time of dramatic and rapid change? In this topic we will be focusing Change and Continuity. The impact of the Industrial Revolution on the lives of individuals. The growth of democracy between 1750-1900 and the impact this has on people’s lives. How far society changes in the Industrial Period.	Enquiry Question: Why are there different interpretations about the impact of the British Empire 1750-1900? This enquiry will focus on the key skill of cause and consequence. How and why did the British Empire expanded between 1750-1900? What was impact on Britain and its colonies on the five golden threads? Why are their different interpretations of the impact of the British Empire on humanity?	Enquiry Question: How did different Americans experience the growth of the USA between 1789-1920? This enquiry will focus on the key skill of Similarity and Difference. How did America expand between 1789-1877? What were the experiences of people in America between 1789-1920? Why did people have different experiences in America between 1789-1920?
Golden Knowledge	Substantive The changing power of Parliament	Substantive Who were the Georgians ? What did they value ?	Substantive The impact of the Industrial Revolution on the lives of individuals.	Substantive ? How and why Britain built an empire and the impact this had on different colonies.	Substantive The development of North America and Native American lifestyles before colonisation.

	Religious conflict between Catholics and Protestants Societal changes in the Early Modern Period Disciplinary Why did things change in the Early Modern period? (cause and consequence) How did things change in the Early Modern period? (change and continuity – nature, and extent)	How were new ideas shaping British society? Disciplinary Significance of the Georgians and the events that happened in the 18th Century (Change and Continuity)	The growth of democracy between 1750-1900 and the impact this has on people’s lives. How far society changes in the Industrial Period. Disciplinary Why did things change in the Industrial period? (cause and consequence) How did things change in the Industrial period? (change and continuity – nature, extent, speed)	The 13 colonies of America and the War of Independence. Evaluation of advantages, disadvantages, and impact of the British Empire. What is slavery and what was the transatlantic slave trade. How did the British Empire lead to the creation of the Transatlantic slave trade. The experiences of enslaved people at different points of the transatlantic slave trade; including the middle passage, slave auctions and working on plantations. How and why slavery was abolished in Britain and the impact of abolition. How did Ireland, India and Australia experience the British Empire? Disciplinary Sources and interpretations of the British Empire	How did America expand west Why was there an American Civil War? What were the consequences of the American Civil War? How did the lives of Black and Native Americans change? Disciplinary Causes of the war for independence and the consequences What was the impact of American expansion west ward What continued and changed for the different types of Americans
Components	Students will understand challenges to King James I power and how he overcame them. 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.	Students will understand who the Georgians were and what was important to them. We will explore key themes of Romanticism and fashions that were prominent in the 18th Century Students will use their historical skills to challenge how accurate the Bridgerton series is compared to historical reality	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. Students will know that the Industrial Revolution impacted different people in different ways through the study of	Students will know how the creation of Empire leads to the creation of the slave triangle and explain the different stages of the triangle. Students will know the experiences of slaves during the different stages of the slave triangle to understand the similarities and differences of different slaves through the study of	Students will understand that America was inhabited by indigenous people before being colonised by Europeans. Students will know why the American War of Independence happened and the consequences of this. Students will have a foundational knowledge of why people moved West across

	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. Students will understand different aspects of Early Modern society including; living conditions, science and medicine, crime and punishment, women and exploration. 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	Students will see how new ideas about liberty, equality, fraternity and the rights of man would impact Britain and the world around them. Students will explore how the Gin Craze became a Public Health crisis Finally they will look at the impact of the Napoleonic Wars on Britain.	● Jackson's Mill ● Bradford and Saltaire ● Democracy of working classes and women ● Workhouses ● Law and Order ● Religion ● Science and Medicine 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 Students will know different social attitudes and values and how these impacted different people	● The Middle Passage ● Plantation Life 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. Students will know the different reasons why Britain wanted an Empire and be able to evaluate the most significant reason. 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 Empire was advantageous for everyone. Case studies will be on@ Australia Who lived there originally How was Australia colonised What were the consequences of this. Jewel in the Crown (India) Who ruled India before the British? How did the British come to rule India? What were the consequences on India? Was the British Empire a force for good?	America and how the USA added territory. 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. Students will explore the consequences of reconstruction on the lives of African Americans and White Americans. Students will also explore how the lives of native Americans have been changed permanently and the consequences of this on their communities.
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What pupils should already know (prior learning components)	The importance of religion in everyday lives in Year 7 when understanding Medieval life The differences between social classes In Year 7 in the Feudal System Battles were fought in fields by large opposing armies until the one side conceded usually when the leader of one army died. Events have more than one cause (Year 7, Year 8 prior learning). Students have will previously looked at sources and interpretations in their learning- Harrying of the North and King John	Living conditions in Medieval and Early Modern to identify change and continuities across time periods (Y7 Medieval Life, Tudor life and Y8 Stuart Life) How Parliament changed and the rise of democracy (Y7 Power, Y8 Civil War, Cromwell, Restoration and Glorious Revolution)	How to compare the similarities and differences of peoples' experiences (Medieval life Y7, Tudor life Y7, Stuart life Y8 and Industrial living cond.) 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)	Britain had gone through an Industrial Revolution focused on the textile industry. (Industrial Y8) 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. How to compare the similarities and differences of peoples' experiences (Medieval life Y7, Tudor life Y7, Stuart life Y8 and Industrial living cond.) 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)	Britain had gone through an Industrial Revolution focused on the textile industry. (Industrial Y8) 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. How to compare the similarities and differences of peoples' experiences (Medieval life Y7, Tudor life Y7, Stuart life Y8 and Industrial living cond.) 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)	To understand that causes have more than one event and can be categorised into factors which can be ranked and evaluated That interpretations of the past have authors who have beliefs based on their origin and experience,	To understand that causes have more than one event and can be categorised into factors which can be ranked and evaluated That interpretations of the past have authors who have beliefs based on their origin and experience,	How to consider societal changes over time and the impact these changes had in order to evaluate the importance of them. Experience of past events differ dependent on circumstance and the impact of an event can vary in terms of	To know how slavery was abolished across the British Empire. To know that slavery ended at different times across the world. To know the impact of slavery on race relations to link to	To know where America is To know what America is and give a comparable experience that is very different to the British one. To know how the American system of government works

	That the Monarchy in England was challenged and its power was reduced by Parliament which eventually leads to democracy. 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. How to evaluate an events long and short term causes and how to evaluate in terms of importance once they are linked. Use of sources and interpretations. To know that there is still a social hierarchy.	That the Monarchy in England was challenged and its power was reduced by Parliament which eventually leads to democracy. 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. How to evaluate an events long and short term causes and how to evaluate in terms of importance once they are linked. Use of sources and interpretations. To know that there is still a social hierarchy.	importance, nature and length of impact. To know that the water frame led to the creation of a factory and then the growth of towns. To know that towns grew rapidly and the impact this had on living conditions effected different people. 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.	British Values and modern world events regarding race. 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. To consider how and why interpretations are formed and can change due to nature, origin, purpose or audience. To know that Britain built an empire that covered a quarter of the world. How to consider an events causes and link different causes together and evaluate in terms of importance. The impact of an event can vary in terms of importance, nature and length of impact.	and apply that to the modern day equivalent.
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.	Romanticism Revolution Compare Crisis Gin Craze Napoleonic attitudes and values	Industrial Revolution, slums, suburbs, urban, protest, democracy, MP, enfranchise, reform, Act	middle passage, plantation, overseer, driver, slavery, auction, abolition Empire, colonisation, trade, conquest	Reconstruction, Confederate, Union, Lynching, Jim Crow
Assessment activities	End of unit assessment Knowledge Recall	End of unit assessment	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	Comparison of interpretations	Comparison of sources

			statement about the impact of the Industrial Revolution? Extended writing		
Resources available	Shared area lesson resources: PowerPoints Worksheets RRR Textbooks Story, source, scholarship www.YouTube.com	PowerPoints Worksheets RRR Textbooks Story, source, scholarship www.YouTube.com	Shared area lesson resources LRC Research Box Resources School Archive boxes from LRC Textbook – Living through History Pages 52-53	Roots PowerPoints Worksheets RRR Textbooks Story, source, scholarship www.YouTube.com	PowerPoints Worksheets RRR Textbooks Story, source, scholarship www.YouTube.com
Notes	<u>Subject Knowledge:</u> The topic introduces the idea of a Civil War and what that means for English people. In the build-up, the topic starts with the Gunpowder plot to help the students understand the discontent of the people. The topics helps students to understand the consequences of the English Civil War. 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. 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. Science & technology – changes in medicine during the Stuart times.	<u>Subject Knowledge</u> Topic Rationale: The Georgians, Romanticism and the French Revolution The topic introduces students to Britain during the Georgian period and explores how major political, social and cultural changes transformed Europe and Britain between the late eighteenth and early nineteenth centuries. The topic begins by examining Georgian Britain, helping students understand what life was like before the French Revolution and the significant differences between rich and poor. Students investigate how Britain was changing through population growth, agricultural improvements and expanding trade and empire. The French Revolution allows students to explore why people challenged authority and demanded greater rights and freedoms. Students examine the causes of revolution, the key events that followed, and the consequences for France, Europe and Britain. This	<u>Subject Knowledge</u> 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. 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. Disciplinary knowledge 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. Links to British Values Rule of Law – Are all laws fair (protest and Luddites)	<u>Subject Knowledge</u> This topic introduces students to the concept of slavery, and how this changed the world. It is intended to challenge misconceptions about slavery, what was it and how did it operate and what happened on the plantations. Who was responsible for securing slaves freedom, in which we look at examples of resistance such the Haitian Revolution. 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. <u>Disciplinary Knowledge</u> This topic is focused on why people have different interpretations of the Slave Trade. Using these skills to draw conclusions about how people	<u>Subject Knowledge</u> 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. 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. To have a direct comparison with Britain to see that there is many different versions of democracy. To gain knowledge about the divisions of the United States of America. <u>Disciplinary Knowledge</u> This topic focuses on the skill of cause and consequence.

	Society and culture – different people’s experiences during this period. Religion – Responses/causes to the Black Death. 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. <u>Disciplinary Knowledge:</u> 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. 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. 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. Students continue their journey with sources and interpretations, particularly in terms of origin, purpose and audience. <u>Links to British Values:</u>	helps students understand how revolutionary ideas could inspire both hope and fear. The study of Romanticism introduces students to the ways artists, writers and thinkers responded to rapid change. Students explore how Romantic thinkers valued nature, emotion, imagination and individual freedom, often reacting against industrialisation, urban growth and political upheaval. Students will have previously studied monarchy, religion and power during the Stuart period. This topic builds upon their understanding of how governments gain and lose authority and introduces new ideas about democracy, citizenship and revolution. The learning also provides a foundation for later studies of the Industrial Revolution, nineteenth-century reform movements and modern political change. Understanding that Britain remained largely rural in the eighteenth century before experiencing increasing industrial growth helps students make connections with future learning on industrialisation and urbanisation. Science and technology – developments in agriculture, transport and industry during the Georgian period demonstrate how innovation began to transform society and the economy. Society and culture – students investigate the experiences of different social groups and explore how Romantic writers and artists reflected the hopes, fears and challenges of the age. Politics and government – the French Revolution provides an opportunity to	Democracy – Protest how different social classes fight for the right to fought and political power	have different opinions due to their vested interests. <u>Links to British Values</u> Respect and Tolerance- we should not enslave other humans and everyone deserves to be treated with dignity. Liberty- Every human should be free to make their own personal choices and are not property. The topic introduces the clear connection between countries across the World. 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. 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. 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. The topic allows students to consider that interpretations and historians are influenced by various factors and that these impact the content of the interpretation.	Allowing us to explore how the lives of White Americans African Americans and Native Americans have diverged throughout the time. <u>Links to British Values</u> Respect and tolerance- learning to live side by side with respect and sharing Democracy- How does the American democracy work Rule of Law- What is a constitution and are they important.
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	Rule of law – link to the New Model Army. What is right? Monarch had more power. Democracy – lack of democratic state during Charles I. Individual liberty – at times lack of choice due to social status.	study changing ideas about power, citizenship, rights and the relationship between rulers and the people. Religion – students consider the changing influence of religion during the Enlightenment and the impact of new ways of thinking on traditional beliefs and authority. This topic is important because it helps students understand how the modern world began to emerge. The ideas of liberty, equality, nationalism and individual rights continue to influence societies today. The topic also develops students' understanding of how political, economic and cultural changes are interconnected. Disciplinary Knowledge The topic uses a wide range of evidence including political cartoons, artwork, speeches, letters, poems and contemporary accounts. Students evaluate the reliability and usefulness of sources to investigate different perspectives on the French Revolution and Georgian society. Students develop their understanding of cause and consequence by examining why the French Revolution occurred and assessing its short-term and long-term impacts on France, Britain and Europe. The unit focuses on thematic concepts such as power, authority, rights, protest and change. Students explore how these themes developed across the Georgian period and how different groups experienced change in different ways. Students continue to develop causal reasoning by identifying and explaining the relative importance of different causes of the French Revolution. They are encouraged to construct supported		Respect and Tolerance – Not treating people differently due to race. Liberty – Subjecting other people to British rule despite how this might impact those countries Democracy – The role of Parliament and democratic process to abolish slavery	
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		historical arguments and make reasoned judgements using evidence. The topic also develops students' understanding of interpretations. Students investigate how the French Revolution has been viewed differently over time and consider how Romantic artists and writers presented the events and ideas of the age to different audiences. Links to British Values Rule of Law – students examine how laws were challenged during the French Revolution and consider the consequences when governments lose legitimacy and authority. Democracy – students explore the growth of ideas about representation, citizenship and political participation, comparing revolutionary France with Georgian Britain. Individual Liberty – students investigate demands for freedom, equality and individual rights during the French Revolution and how Romantic thinkers celebrated personal expression and freedom of thought. Mutual Respect and Tolerance – students consider differing political beliefs and social perspectives during a period of rapid change and evaluate how societies responded to new ideas and challenges to traditional authority.			
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