Subject: History Year Group: 8

Scheme title	Revolutions	The Industrial Revolution	British Empire	Slavery & Abolition	History Mystery: Jack the Ripper	The Wars to End all Wars?
Purpose of scheme	This unit deepens students' understanding of the development of Church, state and society in Britain	This unit develops students' understanding of a key	This unit will develop students' understanding of a significant part of British History and allow students' to		This unit builds upon the History Mysteries unit in Year 7. It allows students' to engage in investigative work	This unit will develop students' understanding of two significant events in the history of Britain, Europe and the
	1509-1745 and draws comparison with a significant		examine the impact that Britain's Empire had on the world. Students will engage in historical debate, think critically, weigh evidence, sift arguments, and develop judgements.		that gives them a deeper insight into the context of	wider world in the 20th Century. It allows students to engage with key aspects of history such as imperialism and democracy, while developing students' ability to assess cause and consequence. This unit will also develop
	event in world History in the French Revolution.	to learn about the differing ways that this event	,,,,,,,, .	people. Students will also ask perceptive questions to develop judgements	Victorian London and allows them to engage with	students' understanding of the contributions different countries and different groups to the outcome of the
	Students will draw on key ideas of democracy and develop the concept of change and continuity	affected and shaped the lives of people in different locations and social status. This content will also		around the reasons for the abolition of the slave trade	historical sources. Students will utilist their understanding to explore the reasons that the police	World Wars
	develop the concept of change and continuity	interconnect with the next two schemes of work			were unable to capture Jack the Ripper.	
Knowledge in sequence	We will teach about the causes of the English Civil War, including:	We will teach about the concept of the industrial revolution, including:	We will teach how empires existed long before the British Empire and the similarities and difference between them:	We will teach about the beginning of the slave trade, including: •Exploration in the Elizabethan era – the discovery of America	We will teach about the context of the Jack the Ripper murders, including:	We will teach about the causes of WWI, including: • Rimperialism, the alliance system, militarism & the arms race
	King Charlies' belief in the divine right of Kings and	•What British industry was like before the revolution	■Bonsider ancient empires – Egyptian, Macedonian, Roman – concept of timescales		•The social structure of Victorian Society	■ The assassination of Arch Duke Ferdinand
	tensions with Parliament • Economic problems	 What caused the revolution in industry What effects it had on the country and it's industry, 	•Bow did the British Empire compare?	*Ehe Slave Trade Triangle – How it worked and who benefited *Which countries were involved in slavery	•IEhe Conditions in London, especially in East End &	We will teach about the soldiers' experience of WWI, including:
	Impact of Religious reforms	including the growth of towns and cities	We will teach about early understanding of the globe, early explorers as well as early attempts to colonise the	· ·	Immigration in the Victorian era and how this	• The joining up process - link to the Bradford Pals
	Irish Rebellion		Americas:	We will teach about the experience of a slave in the Transatlantic slave trade,	impacted conditions and caused tensions	•Eonscription
	We will teach about the impact the English Civil War	We will teach about the impact the Industrial Revolution had on the country, including.	■Eheories of the globe – flat Vs Spherical ■Ehe discovery of Columbus	including: •Eapture and transport on a slave ship – this is known as the middle passage	We will teach about the justice system in Victorian	Eonscientious objectors Terench warfare & conditions in the trenches
	had on England, including:	•Bow the Industrial Revolution transformed the	•Spanish, Portuguese, and English explorers including Magellan, Cabot, Vasco da Gama, Drake	•What an auction was like	England, including:	Bow & where soldiers from different parts of the British Empire fought
	The execution of Charles II	country – including urbanisation & the creation of canals	Barly colonisers including Gilbert, Hawkins, Raleigh	Elife on a plantation including – living conditions, working conditions, punishments.	•The key parts of the Justice System: the police, the	We will teach about the end of WWI, including:
	Cromwell becoming leader of Britain What was Puritan Rule like	Rey inventions and inventors of the industrial	We will teach about the scale of the British empire – 'the empire on which the Sun never set':	punishments	watch, constables and magistrate •Borms of punishment in Victorian England	We will teach about the end of WWI, including: •Eleasefire
		revolution	•Growth of the empire between 1765-1900	We will teach about how slaves resisted their owners, including:	Bhe Development of the Bow Street Runners and the	• Treaty of Versailles and its terms
	We will teach about the return to monarchy in England,		•Which colonies belong to the empire and when	•The Sandominique slave rebellion and the creation of Haiti	development of the Metropolitan Police	• Whe impact of the Treaty and the creation of the League of Nations
	including: The Death of Cromwell	Industrial Revolution	•What raw materials each colony had	•Students' will have chance to plan their own escape from a plantation		We will teach about the interwar years, including: •Bife in the 20s
	The coronation of Charles II and changes from the	We will teach about the experiences of different	We will teach about the causes for the growth of the empire:		We will teach in detail about the Jack the Ripper case,	*Bow the world was affected by the Great Depression in the 1930s
	rule of Charles I	groups of people during the industrial revolution,	•The significance of discoveries	•Economic objections to the slave trade	including:	
	We will teach about the causes of the French	including: •Eiving conditions in an industrial town	■The significance of war & navy ■The significance of settlers	 Rey individuals like William Wilberforce & Olaudah Equiano & moral objections 	•NNho the victims were and similar features between them all	We will teach about the beginning of WW2, including: •Germany in the 1930s
	Revolution, including:	•Eife for working men	• The significance of trade	•A key distinction that must be made is that this is the abolition of selling but	•NWho the key suspects were and evaluate the	•If he rise of Hitler – briefly as this will be expanded on in Year 9 SOW
	Economic trouble The Three Estates system	Elife for children – including workhouses & mining Flife for women & girls	We will teach about India as a case study of a British colony covering:	not owning slaves	likelihood of them being Jack the Ripper	■The actions of Churchill & the League of Nations in appeasing Hitler ■The invasion of Poland
	The Three Estates system The influence of the Enlightenment	Elife for women & girls Elife for the rich	We will teach about India as a case study of a British colony covering: ■What was India like before the British empire?	We will teach about the journey to ending slavery in America, including:	We will examine contemporary evidence from the	•zne invasion of Poland
			•Bhvasion of India	•Anti-Slavery movements in America – religious objections from Quakers and	time, including:	We will teach a chronological overview of WW2 with a focus on several key points, including:
	We will teach about the way the French Revolution was fought, including:	We will use Saltaire as a local history case study, including:	◆Thdia mutiny and war of independence ◆The jewel in the crown	Evangelists - The American Civil War & Lincoln's promise to end slavery	•MVitness reports •The Jack the Ripper letters	Bunkirk Battle of Britain
	The Storming of the Bastille	Bradford during the Industrial Revolution	• Line jewer in the crown	• Ehen we will examine attempts to reconstruct freed slaves lives in America &		Bearl Harbour and USA at war on the Pacific Coast
		• Etus Salt and the creation of Saltaire	We will teach about the debates surrounding the positive and negative features of the empire:	question how far they were equal		•BD Day landings
	We will teach about the impact of the French Revolution, including:	◆©omparing Titus Salt to other factory owners	→ ⊕) Trade, culture, commonwealth, laws. → ⊕) Racism, War, famine, enslavement.	We will also teach (non-assessed) about the persistence of slavery into the	We will teach about the problems facing the police at this time and evaluate their effectiveness in this case.	• The bombing of Hiroshima & Nagasaki
	The execution of the Loius and the abolition of the	We will also each a non-assessed lesson on the		modern day - here is a chance to have discussions with students' about the		We will teach about the ending of WW2 and the creation of the United Nation
	monarchy Napoleon Bonaparte and his ruling style	problem of cholera in industrial towns	We will teach about why the empire collapsed and what legacy did it leave? ◆Push for independence and the role of WW2	importance of learning from history		We will teach a non-assessed lesson about the soldiers that are often left out of the History of the war – e.g. Black
	• Comparing		#Bersey - Commonwealth, multi-cultural Britain			American & Black British Indian Soldiers etc
Skills	Concepts: Change and continuity, Cause and consequence,	Concepts: Change/Continuity	Concepts: Cause and consequence, Significance, Change and Continuity, Historical Debate	Concepts: Change and continuity, Cause and consequence, Similarity/Difference	Concepts: Cause/Consequence	Concepts: Cause/Consequence
	Similarity/Difference	Similarity/Difference			Significance	Significance
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