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| Subject : | History | | Year Group: | 8 | | |
| Scheme title | How Revolutionary was the French Rev This unit deepens students' understanding of the development of Church, state and society in Britain 1509-1745 and draws comparison with a significant event in world History in the French Revolution. Students will draw on key ideas of democracy and develop the concept of change and continuity | How far did life change during the Indu This unit develops students' understanding of a key process in world history that marks a significant change in British life. students will engage in historical enquiry to learn about the differing ways that this event affected and shaped the lives of people in different locations and social status. This content will also interconnect with the next two schemes of work | How did the British Empire change the This unit will give students awareness of their context in the wider world and understand the history of the Empire impacts issues in the World and Britain today. It also exposes students to a wide geographical sphere of History. | Why did the Slave Trade last so long? This SOW develops students understanding of a key period in World history and provides context and insight into the balance of power in the modern world. Students can reflect on the interconnected nature of Empire, enslavement and industry | Why was WWI called the 'war to end all wars'? This unit will develop students' understanding of a significant event in World History and how it affected further developments in the 20th Century. This unit will also develop students' understanding of the contributions different countries and different groups to the outcome of the World Wars | How did ordinary people protest for their rights in This unit will develop students' understanding of Britain in the 19th and 20th century and build on their previous topics. It will explore issues around democracy and voting that still impact Britain today. |
| Purpose of scheme | | | | | | |
| Knowledge in sequence | We will teach about the causes of the French Revolution, including: • Economic trouble • The Three Estates system • The influence of the Enlightenment We will teach about the way the French Revolution was fought, including: • The Storming of the Bastille We will teach about the impact of the French Revolution, including: • The execution of the Louis and the abolition of the monarchy • Napoleon Bonaparte and his ruling style We will teach about the role of individuals in the French Revolution such as Napoleon and the role of key women, | We will teach about the concept of the industrial revolution, including: •What British industry was like before the revolution •What caused the revolution in industry •What effects it had on the country and it's industry, including the growth of towns and cities We will teach about the impact the Industrial Revolution had on the country, including: •How the Industrial Revolution transformed the country – including urbanisation & the creation of canals •Key inventions and inventors of the industrial revolution •How the country benefitted economically from the Industrial Revolution We will teach about the experiences of different groups of people during the industrial revolution, including: •Living conditions in an industrial town •Life for working men •Life for children – including | How was the British Empire unusual? -Students will be able to explain how the Empire was significant due to its size, spread across the globe and longevity How did Britain get it's Empire? -Students will be able to explain the role of trade and colonialism in the expansion of the Empire How did Britain gain control over and rule India? -Students will be able to explain how the East India Company and then the British government controlled India How did British rule affect India? -Students will analyse sources to describe the experiences of Indians under British Rule How did the Empire affect China? -Students will be able to explain how the Opium Wars affected China and its government | What was Africa like before colonialism? •Students will be able to describe what European perceptions of Africa were in the Middle Ages •Students will be able to describe the features of at least two African Cultures How did Africans come to be enslaved in the Americas? •Students will be able to describe what the Slave Trade Triangle was •Students will be able to describe how enslaved people were captured, transported and sold What was the experience of enslaved people on plantations? •Students will be able to describe what life was like for enslaved people on plantations •Student will be able to explain how people rebelled against enslavers in small acts of rebellion Was the Haitian Revolution a typical rebellion by enslaved people? •Students will be able to describe the events and outcomes of the Haitian Revolution | We will teach about the causes of WWI, including: •Imperialism, the alliance system, militarism & the arms race •The assassination of Arch Duke Ferdinand We will teach about the soldiers' experience of WWI, including: •The joining up process - link to the Bradford Pals •Conscription •Consentious objectors •Trench warfare & conditions in the trenches •How & where soldiers from different parts of the British Empire fought We will teach about the end of WWI, including: •Ceasefire •The Treaty of Versailles and its terms | Who could vote by 1800 Students can describe who can vote by 1800 Students can explain the problems with democracy Peterloo (L2&3) Describe the events of the Peterloo Massacre Explain why people were campaigning for the right to vote Assess how important Peterloo was Evaluate different interpretations about Peterloo How did more people achieve the vote? Recap Chartlists |
| Skills | Concepts: Change and continuity, Cause and consequence, Similarity/Difference students' will utilise the following skills: Make informed links and comparisons between past and present. Explain the links between events and consequences, and evaluate relative significance of individual events. Written structures to support learning: PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. | Concepts: Change/Continuity Similarity/Difference Source analysis students' will utilise the following skills: Make informed links and comparisons between past and present. Analyse the extent to which change occurred over a given time period Analyse the contrasting experiences of different groups of people during a historical period Written structures to support learning: PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. PEKL: Designed to help students' analyse sources and evaluate interpretations (historical debates) | Concepts: Cause and consequence, Significance, Change and Continuity, Historical Debate students' will utilise the following skills: Make informed links and comparisons between past and present. Explain the links between events and consequences, and evaluate relative significance of individual events. Make informed opinions about the past through historical debates Written structures to support learning: PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. | Concepts: Change and continuity, Cause and consequence, Similarity/Difference students' will utilise the following skills: Make informed links and comparisons between past and present. Explain the links between events and consequences, and evaluate relative significance of individual events. Written structures to support learning: PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. | Concepts: Cause/Consequence Significance Source analysis students' will utilise the following skills: Make informed links and comparisons between past and present. Explain the links between events and consequences and evaluate relative significance of individual events. Analyse contemporary sources and pick out key information to evaluate the source's usefulness Written structures to support learning: PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. PEKL: Designed to help students' analyse sources and evaluate interpretations (historical debates) | Concepts: Cause/Consequence Significance Change/continuity students' will utilise the following skills: Make informed links and comparisons between past and present. Explain the links between events and consequences, and evaluate relative significance of individual events. Written structures to support learning: PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. |
| Key Words | Terror Constitution Democracy Dictatorship Divine Right Enlightenment Estates Monarchy Guillotine Emperor Revolution Republic | Agriculture Canal Chimney Sweep Cotton Gin Economy Factory Industrial revolution Industry Invention Population Poverty Sanitation Steam engine Urbanisation Workhouse | Colonies Commonwealth Economic Emigration Exploration Exports Empire Imperialism Imports Independence Mutiny Natives Patriotic Penal colonies Political Raw Materials Rebellion Savages Trade Viceroy Voyages | Abolition Abolitionist Auction Bill Cat O'nine tails Evangelical Jim Crow Laws Media Middle Passage Parliament Quaker Trade triangle Transatlantic slave trade | Militarism Alliances Imperialism Nationalism Assassination Conscription Propaganda Home Front Front Line Trench Trench Foot Shell Shock | Significance Suffrage Vote Boycott Democracy Trade Union Strike Parliament Massacre |
| End Point | Students will be able to explain key concepts such as monarchy and democracy. Students will also be able to explain why the English Civil War and the French Revolution happened and explain the extent to which they changed the way the countries were ruled | Students will be able to explain key concepts such as industrialisation. Students will also be able to analyse sources to explain how the Industrial Revolution changed Britain and affected different groups | Students will be able to explain key concepts such as imperialism and independence. Students will be able explain how Britain formed it's Empire and form judgements about the impact of the Empire on different places | Students will be able to explain how the Transatlantic Slave Trade began and make links to how the trade helped the industrial Revolution and Empire in Britain. Students will also form judgements on why the slave trade was abolished and the ways in which the slave trade continued to affect the lives of freed people and the modern world today | Students will be able to explain why both World Wars started. Students will be able to explain the significance of key turning points in each war and explain the impact and consequences of each world war | Students will be able to explain how ordinary people fought for their rights in the 19th and 20th centuries and how effective these campaigns were |
| Assessment method | Retrieval knowledge quiz once a week Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and knowledge questions | Retrieval knowledge quiz once a week Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and knowledge questions | Retrieval knowledge quiz once a week Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and knowledge questions | Retrieval knowledge quiz once a week Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and knowledge questions | Retrieval knowledge quiz once a week Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and knowledge questions | Progress Point at end of SOW: Extended writing task |