

Year 8 - History Long Term Curriculum Plan

Students will examine the impact of industrialisation on Britain and beyond, comparing the experiences of different nations and their peoples. They will develop an understanding of the growth of popular protest and its role in challenging and changing the status quo and, in doing so, make links to modern day movements. They will begin to explore key events of the 20 th century and their far reaching consequences.						
Year 8 Intent	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Learning Cycle	<u>Industrial Revolution</u>	Slave Trade	British <u>Empire</u>	Women's <u>Suffrage</u>	World War One	Rise of Dictators
Themes and concepts	<ul style="list-style-type: none"> The impact of population explosion on society, <u>agriculture</u> and industry 19th century living and working conditions Attitudes towards child labour Demand for political and social change 	<ul style="list-style-type: none"> African kingdoms and society British involvement in the Atlantic Slave Trade Past and present experiences of slavery Role of organised protest to bring about positive change 	<ul style="list-style-type: none"> Pros, cons and legacy of empire building African experience of empire Australia and <u>transportation</u> Indian resistance to British rule Growth of <u>nationalism</u> and demand for <u>political independence</u> 	<ul style="list-style-type: none"> Significance of class and gender in Victorian times Attitudes and opposition to female suffrage <u>Suffragettes</u> and government response Opportunities for women during and after World War One 	<ul style="list-style-type: none"> Long, short and immediate causes of World War One Government handling of the war effort Trench warfare Culpability of leaders Local experience – Newark and Nottingham recruits 	<ul style="list-style-type: none"> 20th century challenges to democracy – developing political spectrum <u>Communism</u> and the Soviet Union <u>Fascism</u> and the Italian experience <u>Nazism</u> and Germany Peoples' experiences of <u>dictatorships</u>
Key knowledge	<ul style="list-style-type: none"> Demography, urbanisation, domestic system, entrepreneur, Richard Arkwright, Factory Acts, public health, cholera, socialism, laissez-faire, trade unions 	<ul style="list-style-type: none"> Slavery, triangular trade, middle passage, auction, passive resistance, plantation, abolitionist, Civil Rights, prejudice, institutionalised racism, Black Lives Matter 	<ul style="list-style-type: none"> Economy, colonialism, imperialism, expansionism, aborigines, convicts, penal colony, Gandhi, Boer War, concentration camps, Commonwealth 	<ul style="list-style-type: none"> Voting, democracy, franchise, Suffragists, militants, Cat and Mouse Act, Martyr, terrorism, propaganda, universal suffrage 	<ul style="list-style-type: none"> Militarism, Triple Alliance, Triple Entente, assassination, Kaiser, Weltpolitik, recruitment, General Haig, Battle of the Somme 	<ul style="list-style-type: none"> Left wing, right wing, Joseph Stalin, Benito Mussolini, Adolf Hitler, Police State, Economic (Great Depression)
Skill development	<ul style="list-style-type: none"> To identify, explain and judge causes and consequences of historic events. To identify change and continuity within a wider historical context, recognizing common and driving factors of such. To explore Britain's historical interdependence with the wider world. To interrogate source material to support greater understanding of historical periods. To compare and formulate interpretations of historical events to better understand how individuals can change the narrative. To determine significance of historical events in a sophisticated manner; beyond the immediate consequences. To gain greater understanding of diversity and build historical empathy. 					