

History		
<b>Core skill focus - Empathy. Transferable skills – Analyse Historical skills – causation.</b>		
<b>Year group: 8</b>	<b>Module title: The industrial revolution</b>	<b>Length of module: 8 weeks</b>
<p>Module intent / knowledge to be gained</p> <p>Students to understand how the Industrial Revolution modernised Britain in every area. Why Britain became the Workshop of the World and the change from a rural to an urban community.</p> <p>Students to understand the role of disease on society during the period and why Public Health became a political issue during the period. What breakthroughs and discoveries were made and how this improved the lives of many.</p> <p>Students to realise how Britain transformed their communications network. The advent of canals, modern roads and the railways that changed society and how we lived our everyday lives forever.</p> <p>Students to study the legacy of the industrial revolution and how Britain has benefitted as a country.</p> <p>The changing landscape due to improvements in literacy and the introduction of the Reform Acts. How the power dynamic throughout Britain was shifting. The awakening of the working classes and the need for equality. This module sequences previous learning and provides an understanding of 20<sup>th</sup> Century politics in Britain.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>The year 8 curriculum begins with the Industrial revolution that builds upon key stage 1 and 2, where students are expected to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. This will allow students to delve deeper and strengthen their understanding of key concepts and embed their knowledge further when they move onto key stage 4 and learn about crime and punishment. This includes the period from 1750 to 1901. At key stage 3 this study satisfies the ideas, political power, industry and empire: Britain, 1745-1901 concepts with Britain as the first industrial nation – the impact on society.</p>	
<p><b>Key words:</b> Revolution, industrial, agriculture, change, continuity, growth, disease, domestic system, factory system, urban, rural, invention, living conditions, working conditions, discipline, railways, transport, navy, communication, diversity, legacy, prosperity, poverty, rotation, crops, industry, Reform. Acts of Parliament, Literacy, Education, struggle, protest.</p>		<p>Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> <li>- Use of regular short breaks/natural movement breaks.</li> <li>- Use reward systems (e.g. stickers).</li> <li>- Provide visual or written reminders for organising materials and equipment</li> <li>- Use a task plan/task management board.</li> <li>- Be very specific about how much work you expect to be completed within a set time.</li> <li>- Prompt the child with key words or information to listen out for. This could be visual form.</li> </ul>

		<ul style="list-style-type: none"> <li>- Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.</li> </ul>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	What is a revolution? What was the industrial revolution and the agricultural revolution? How did Britain change as a result of this modernisation? The changes in population size during the period and the reasons for rapid growth.	Use of source material to explain how and why. Students to use diagrams and accounts to support their answers.	Key features of the industrial revolution.
2-3	What was the Agricultural revolution and the effect it had on rural areas. Why Britain was becoming more urban than rural. The inventions that were created at the time and the effect they had on food production. The Domestic system and the factory system how did they co-exist	Open ended questions with the use of key words to produce a piece of extended writing. Writing frame introduced for those who need.	What inventions were discovered that affected agriculture?
4-5	Disease and the effects it had on industrial Britain. Why was disease so prevalent and the advances that were made during the period. Living and working conditions in the large conurbations, how and why child labour was utilised and factory discipline how it was enforced? The new industries that allowed Britain to prosper during the period.	Investigation (Mrs Miggins) using the handouts to explain what happened and to come to a clear conclusion.	Investigation into disease in Britain
6	Transport revolution. How did canals, railways and roads transform Britain during the period? How they were constructed and the use of navvies to expand Britain's communication networks. The effect this had on leisure, holidays to the seaside and development of associated industries.	Use of diagrams to explain structures. Students to differentiate between different techniques used to modernise transport.	The life of a navy
7 & 8	The changing power dynamic. The 1832 and 1864 Reform Acts. The growing importance of education to society. Protests and dissatisfaction among the population. The Peterloo massacre and the growth of Chartism? Why did the Luddite movement begin? Why were there challenges to the class system?	Eye witness accounts to explain how people became enfranchised. Written answers to form basis of their understanding.	The importance of the vote why its expansion changed the landscape of Britain.

History		
<b>Core skill focus Independence. Transferable skills – Link. Historical skills – change and continuity</b>		
<b>Year group:8</b>	<b>Module title: Colonialism</b>	<b>Length of module: 6 weeks</b>
<p>Module intent / knowledge to be gained</p> <p>Sequenced lessons – Benin and its rich cultural history debunking myths that Africa was an undeveloped continent before the Europeans arrived.</p> <p>Students to understand what was the British Empire and why the government was aggressive in pursuing this.</p> <p>The reasons Britain wanted an Empire and the influence that can be viewed in the countries that were once ruled over by the British.</p> <p>The changes in trade and relationships that this rule brought.</p> <p>Should we celebrate or apologise for having an Empire what were the benefits and disadvantages it brought for all?</p> <p>The links to the slave trade for major cities in England and Scotland.</p> <p>What lessons can we learn about our rule of others do we need to readdress grievances?</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>This topic uses the knowledge gained from the Industrial Revolution period and further embeds knowledge and skills so that students gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. At key stage 3 it covers the ideas, political power, industry and empire: Britain, 1745-1901 topic, the development of the British Empire with a depth study (for example, of India). This will also develop knowledge for students studying at key stage 4 so that they are able to understand Britain’s relative position and ability to influence other nations eg Britain at the end of world war two and their Cold War studies.</p>	
<p><b>Key words: British Empire, colonies, trade, finance, imperial, economic, civilise, behaviour, superiority, attitude, technology, Navy, citizens, products, raw materials, military, dominance, government, spices, industrial, relationships.</b></p>		<p>Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> <li>- Use of regular short breaks/natural movement breaks.</li> <li>- Use reward systems (e.g. stickers).</li> <li>- Provide visual or written reminders for organising materials and equipment</li> <li>- Use a task plan/task management board.</li> <li>- Be very specific about how much work you expect to be completed within a set time.</li> <li>- Prompt the child with key words or information to listen out for. This could be visual form.</li> </ul>

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Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
9	The Kingdom of Benin. The rich cultural history in Africa and the developments that it oversaw in many aspects of life. Change perceptions students may have of Africa as an undeveloped continent before the Europeans arrived to colonise.	Map of Africa along with cultural artefacts to explain modernity of society.	Case study of Benin.
10	What characteristics enabled Britain to gain an Empire? Why and how was it able to exert her influence over so many people around the world? Why was there a race for Africa?	Writing frame plus key words to explain why Britain wanted an Empire – a key question.	What factors led to Britain wanting and needing an Empire?
11 & 12	Trade and finance, the importance of the colonies to Britain's prosperity and influence. What changes did colonial goods bring to Britain? How and why did Britain try and attempt to "civilise" overseas colonies?	Diagram and sources to explain the importance of trade. Students to explain in writing with the use of trigger words.	How did Britain benefit from their Empire?
13 & 14	How did Empire promote the British links to the slave trade? How did cities such as Liverpool, Bristol and Glasgow benefit from this trade? How were countries exploited by British rule to benefit the British and to the detriment of colonial businesses?	Empathy piece of work. Students to look at Port of Liverpool for links with the slave trade,	How were local areas beneficiaries of the Empire and trade?
15	What lessons can we learn from Britain's colonial past? Is the British Empire something that we should be ashamed of or take pride in? What lessons can we learn from behaviour in past centuries that affects modern day attitudes?	Sources from the news. How does the past influence the present? Students to discuss and conclude for themselves.	What lessons can we learn from this part of British History?

History		
<b>Core skill focus Active Listening. Transferable skill – Identify. Historical skills – Historical Interpretation.</b>		
<b>Year group: 8</b>	<b>Module title: The slave Trade</b>	<b>Length of module: 7 weeks</b>
<p>Module intent / knowledge to be gained</p> <p>Students will study the Transatlantic Slave Trade and the affects it had on all parties involved. The financial benefits that some received and the human cost and misery that it brought to others.</p> <p>Students to appreciate the horrors of the Middle Passage and how slaves were sold and became the property of others.</p> <p>Students to appreciate the social changes that this trade had on the countries involved, the displacement of people and why it is important for movements today (BLM).</p> <p>Students to identify who were the abolitionists and how they managed to battle against the odds to achieve change against biased interests.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>The study of the slave trade satisfies the key stage 3 expectation that pupils study ideas, political power, industry and empire: Britain, 1745-1901 Britain’s transatlantic slave trade: its effects and its eventual abolition. This will build upon their knowledge at key stage 1 and 2 where significant historical events, people and places in their own locality are studied. Pupils will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	
<p>Key words: Trade, Transatlantic, slavery, beliefs, manufactured, ownership, barter, industrial, political, economic, society, conditions, middle passage, auction, scramble, treatment, punishment, escape, morals, morale, Christianity, beliefs, abolish, abolitionist, civil war, plantation, Liverpool.</p>		<p>Use multi–sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> <li>- Use of regular short breaks/natural movement breaks.</li> <li>- Use reward systems (e.g. stickers).</li> <li>- Provide visual or written reminders for organising materials and equipment</li> <li>- Use a task plan/task management board.</li> <li>- Be very specific about how much work you expect to be completed within a set time.</li> <li>- Prompt the child with key words or information to listen out for. This could be visual form.</li> <li>- Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them.</li> </ul>

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Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
15	What is slavery, what forms does it take? Why were British businesses involved in the slave trade?	Key explanations of slavery with students tasked to explain their meanings.	What is slavery?
16 & 17	The Transatlantic slave trade, how did people, money and manufactured goods get moved around the continent? What cities in Britain did it involve and why? How is that impacting on society today?	Diagram of the Transatlantic slave trade that is explained fully by the students.	The Triangular slave trade diagram.
18 & 19	The transportation of slaves during the Middle Passage. What were the conditions on board akin to? What effect did disease and punishments take their toll on the slaves? How slaves were prepared for sale and what format did that take? What were the differences between an auction and a scramble?	An empathy piece of what it must have been like to have been on a ship for this phase. Feelings, what they would have witnessed.	Diary extract from a slave during the middle passage (empathy)
20 & 21	How did slave traders make their money? The social changes that occurred through the slave trade. How were slaves treated on the Plantations by their owners? The working and living conditions and what happened to those slaves that absconded? What was passive and active resistance and how did slaves keep alive their heritage despite the odds.	BBC video of scrambles and auctions. Students to produce a piece of extended writing to explain fully using key words and a writing frame where needed.	Life on a Plantation.
22	Who were the abolitionists? What effect did individuals, for example, Equiano, Wilberforce have on prevailing attitudes of contemporaries at the time. How successful were their campaigns and how does the impact of slavery affect society today (Black lives matter)	Investigation into how abolitionists changed perceptions around slavery. Use of eye witness accounts to support.	Why is the Black Lives Matter campaign relevant to our history?

History		
<b>Core skill focus - Collaboration. Transferable skills – Describe. Historical skills – Historical Perspectives.</b>		
<b>Year group: Year 8</b>	<b>Module title: Civil Rights Movement</b>	<b>Length of module: 8 weeks</b>
<p>Module intent / knowledge to be gained</p> <p>The sequence of lessons follows the theme of inequality from slavery to civil Rights in America during the later 20<sup>th</sup> Century Students to gain knowledge the importance of the American Civil War and how it affected the outcomes of former slaves in the USA The effect the Emmett Till case had on awakening public consciousness to the crimes being committed against black people.</p> <p>The importance and bravery of Rosa Parks’ stance and the bus boycott. The courage and conviction of people to enforce change. How did individuals affect the debate on equality in the USA? The role of Martin Luther King and Malcolm X and their differing approaches to racism.</p> <p>Students to understand the relevance of past actions to people’s lives in todays society. How have recent events been portrayed and what changes still need to be made?</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>The Civil Rights module follows chronologically on from the slave trade module and builds upon knowledge previously gained. It will give students a perspective of issues that face society today and will also enable them to have empathy for the division that human beings faced due to the colour of their skin. Lessons from the past are important to tackle the issues of today. It will enable students to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. It will build on key stage one history by looking at the lives of significant individuals in the past who have contributed to national and international achievements. At key stage three it satisfies the study of challenges for Britain, Europe and the wider world 1901 to the present day. More importantly it teaches students to be accepting of other cultures and race which may be different to their own.</p>	
<p>Key words: Civil Rights, segregation, treatment, Jim Crow Laws, equality, murder, Ku Klux Klan, Black Power Movement, association, Martin Luther King, Rosa Parks, Malcolm X, I have a dream, March for freedom, racism, prejudice, change, beliefs, impact, society, boycott.</p>		<p>Use multi–sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> <li>- Use of regular short breaks/natural movement breaks.</li> <li>- Use reward systems (e.g. stickers).</li> <li>- Provide visual or written reminders for organising materials and equipment</li> <li>- Use a task plan/task management board.</li> <li>- Be very specific about how much work you expect to be completed within a set time.</li> <li>- Prompt the child with key words or information to listen out for. This could be visual form.</li> </ul>

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Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
23	The end of slavery in the USA, the American Civil War impact, how the North and the South differed to one another. Why was there a Civil Rights Movement in America?	Use of sources to explain key concepts. Students to conclude effects of civil war on rights.	What impact did slavery have on the South?
24 & 25	How was the USA segregated? What were the Jim Crow laws and how did this affect daily life for black people. How was society divided? How were white and black people treated differently? Differences in education, opportunity and attitude.	Use of you tube to explain Jim Crow laws. Students to complete open ended extended writing task using key words.	How did the Jim Crow laws promote division in society?
26 & 27	Why was Emmett Till murdered? What were the consequences of the court case? How did this murder awaken the consciousness of American people? How did white and black people react to the case and how is this relevant to the Black Lives Matter movement in today's society?	Use of documentary on life of Emmet Till followed up by a student investigation into the surrounding court case.	Newspaper report on the murder of Emmett Till.
28 & 29	What was the Rosa Parks case and how did this give impetus to the Civil Rights Movement headed by Martin Luther King? How did MLK get his message across to the nation? The power of peaceful protest in the face of increased provocation. What was the impact of MLK and Malcolm X on Civil Rights and how was the Black Power movement different?	Eye witness accounts to investigate reaction to this case. Students to form their own conclusions through group discussion and explanation.	Why was the Rosa Parks case pivotal?
30	What has been the legacy of the Civil Rights Movement in the USA and beyond? What lessons can we learn from the Civil Rights Movement that can be applied into modern society? Has equality to different races changed over time? Why is there a need for a Black Lives Matter protest in modern society?	Writing frame to explain what students believe is the legacy of the Civil Rights Movement in USA.	Where are we with racism and equality in modern society?

HISTORY		
<b>Core skill focus Resilience. Transferable skills – Explain. Historical skills – Historical perspectives.</b>		
<b>Year group: 8</b>	<b>Module title: The Holocaust</b>	<b>Length of module: 8 weeks</b>
<p>Module intent / knowledge to be gained</p> <p>Students to gain knowledge and understand the ideology of the Nazis and why it was based upon hatred. How Hitler formulated his beliefs and why the Jewish race in particular was targeted.</p> <p>Students to understand the road to Auschwitz from key events such as Kristallnacht, to the advent of Ghettos and ultimately the concentration camps and the Final Solution.</p> <p>Students to understand why the Holocaust took place and the lessons that need to be learned from this horrific episode of History.</p> <p>The effects it still has on people to this day, the lessons we must learn to ensure that nothing akin to this can ever be repeated.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>The teaching of the Holocaust is obligatory and a part of the key stage three framework for History. It covers the challenges for Britain, Europe and the wider world 1901 to the present day as a standalone topic. It allows students to build upon prior knowledge gained at key stage one and two, to enable students to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Students should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. At key stage three and four students are expected to gain a high-quality history education which will help students gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. The teaching of this topic allows for all of this to take place.</p>	
<p>Key words: Holocaust, segregate, dehumanise, treatment, beliefs, ghetto, transport, concentration camps, euthanasia, guards, legacy, ideological, belongings, Auschwitz, genocide, treatment, Schutzstaffel, Deaths Head, Hitler, Himmler, propaganda, Final Solution, Einsatzgruppen.</p>		<p>Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> <li>- Use of regular short breaks/natural movement breaks.</li> <li>- Use reward systems (e.g. stickers).</li> <li>- Provide visual or written reminders for organising materials and equipment</li> <li>- Use a task plan/task management board.</li> <li>- Be very specific about how much work you expect to be completed within a set time.</li> <li>- Prompt the child with key words or information to listen out for. This could be visual form.</li> <li>- Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them.</li> </ul>

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Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
31	Why did the Nazis have a hatred of the Jewish race? Ideology of the Nazis, "Mein Kampf" and the role of Hitler.	Use of historical sources to aid explanation of key questions.	What was the Holocaust?
32 & 33	How did Nazi policy towards the Jews evolve over time? How were Jews treated and what changed after Kristallnacht? How did the Nazis make Jews become second class citizens? The conquest of Europe during world war two and how this brought about the Jewish question more starkly.	The use of images to explain the change in attitude towards Jews in Germany. Writing frame used to aid in the answering of enquiry question.	How did Kristallnacht change perception and treatment of Jews?
34 & 35	What were the Ghettos and how were they designed. A closer look at the Warsaw Ghetto in particular as a case study. How were Jews rounded up and transported. What happened to their property and wealth during this period?	Look at eye witness accounts of Jews in the Ghettos and their treatment. Students to identify key features.	The Warsaw Ghetto – a day in the life.
36 & 37	What were the Concentration camps and how were they designed? How did this enable the Final Solution to be devised at the Wannsee conference? What was the Rationale of the Nazis embarking on this programme of destruction? A look at case studies of Holocaust survivors in the Death camps to understand their routine and how they managed to survive.	Use of the BBC children of the Holocaust to explain how people fled the regime. Students to answer enquiry on how successful they were.	The concentration camps and how people survived.
38	How do we know that the Holocaust took place and the lessons learnt from the past? Why is it that this genocide must never be forgotten and the importance of learning about intolerance, prejudice and racism?	Concluding views produced by the students using key words and sources from previous learning.	Why we need to learn from the past.