



History Scheme of Learning

Year 8 – Term 4-6/ Module – British History 1745-1901: Revolutions and the Development of Ideas and The British Empire

1509-1950

Intent – Rationale

This unit is designed to show how the changes that took place between 1745-1901 shaped the lives of the people of Britain and the way that they thought and to look at the rise and fall of the British Empire. It will examine change and continuity by examining key events, ideas, concepts and individuals. The most significant changes from the 19th Century are examined by evaluating the causes and consequences and source material from key events, ideas, concepts and individuals to show how each development changed Britain and the world – sometimes for the better and other times for the worse. The concept of Empire will be explored and the impact that the British Empire had on the world. Students will gain an understanding of how these issues are connected and what impact that they had on the nation and everyday people with the aim to promote interest and curiosity across a range of political, economic and social perspectives.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
In Year 7 students will have studied the Roman Empire In Year 8 students have studied Britain 1501-1745	- In Year 9 students will study Slavery and the development African American Civil Rights in the nineteenth and twentieth century and the key events and conflicts in the twentieth century. - In Years 10 and 11 GCSE History students will study The People's Health in Britain and Explorers in the Elizabeth 1580-1601 units
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
- English – The 19th century and links with literature - EP – Darwinism – the theory of evolution - PSHE – government and Democracy, morality, rights and responsibilities - Science – Darwinism – the theory of evolution - Geography – Victorian Sleaford, the French Revolution, development of towns and cities, location of countries which were part of the British Empire, knowledge of the Commonwealth - French - French words linked to the French Revolution	- SMSC – SP2, SP3, M1, M2, M3, SO1, SO3, C1, C2, C3, C4 - BV - 1,2,3,4 and 5 - GB - a,b,c,d,e,f,g,h,i
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
There are a variety of different written tasks to develop different literacy skills including essay writing, source analysis, decision making and making judgments. FROM THE LIBRARY <i>Barmy British Empire- 900</i> <i>Darwin for Beginners- 575</i> <i>Queen Victoria and her Amusements-900</i> <i>Queen Victoria; Lucy Worsley-941</i> <i>Britain;1750-1900-942.07</i> <i>British Economic and Social History-942.07</i>	- Using statistics as part of source material - Living Graphs - Venn Diagrams



Industrial Revolution 1760-1830- 942.07
 Stories of Woman in the Industrial revolution- Biographies
 BBC History Magazine
 Revolutions; 1789-1830- 942.07

History Scheme of Learning

Year 8 – Term 4-6

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

- The political, economic and social developments 1745-1901
- The causes and consequences of the French Revolution
- The reasons for the growth of the British Empire
- The impact of the British Empire
- How the lives of everyday people changed
- Case studies

• Apply

- Knowledge of the political, economic and social developments that changed the lives of people in Britain
- Knowledge of the development of the lives of women
- Knowledge of the development of the British Empire to the impact that it had on the world
- The key developments to the Case Studies – Local History

• Extend

- Evaluate the impact of the political, economic and social developments on the lives of different groups of people in society
- Evaluate the impact of developments locally, nationally and internationally



- Evaluate the impact of the British Empire particularly in terms of growth and decline

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
• Act – a law passed by Parliament • Apprentice – a young person who is learning a trade • Ballot – a vote in an election made in secret and put into a ‘ballot box’ • Bill – the name given an Act before it is passed by Parliament • Capitalist – an economic system based on individuals making profits • Census – an official count of the population, carried out every ten years. It includes details of every member of household, e.g. name, age, occupation. • Chartist – someone who wanted working-class people to have the right to vote for MPs • Cholera – a deadly disease of the bowels caught from germs in drinking water • Civilisation – a people or nation with a highly organised system of social development • Class – a group of people who share the same economic and social background • Colonists – the people living in a colony • Colony – an area of land controlled and inhabited by people from another country • Commonwealth – an association made up of the UK and states that were previously part of the British Empire • Constituency – an area / place that elects a single MP • Darwinism – belief in the theory of evolution • Democracy – a system of government where the whole population has the right to vote for government representatives from several political parties • Election – choosing a leader by voting • Empire – a collection of colonies all ruled by one ‘mother country’ • Enclosure – the process of dividing up open or common land, farmed in strips into small enclosed fields owned by individuals • Epidemic – an outbreak of disease that spreads very quickly • Evolution – change that happens over a long period of time • Independence – when a country becomes self-governing • Indians – another name for Native Americans • Industrial Revolution – the time of great change in Britain when people began to make things by machine in factories (c.1780-1830) • Industrialist – a factory owner or other business person	• Skills – evaluation and analysis of historical sources and interpretations • Written assessment: To what extent did the period 1745-1901 revolutionise the lives of women? • Assessment week



• Laissez-faire – the belief that governments should leave people to look after themselves • Migration – movement of people from one place to another • Mill – a factory • Overseer – a person in charge of a group of workers • Patriotic – having a strong loyalty to one's country • Poverty – being poor • Privy – nineteenth century word for a toilet, usually outside • Property qualification – MPs and voters had to own a certain amount of land in order to vote • Public Health – measures taken by the government to give people a clean water supply, sewerage, healthy food etc. • Reform – to change something and make it better • Revolt – a violent attempt by a group of people who rule them • Rotten borough – a borough (town) which had the right to elect an MP to parliament, but which by 1832 had very few or no voters • Sanitation – providing sewers • Slum – a area of poor housing • Trade Unions – unions of workers, set up to get better conditions and wages for their members • Turnpike Trust – a group of business people who invested money to build roads called turnpikes. They built gates on the roads where travellers who to pay a toll in order to use the road. • Universal suffrage – the idea where all men (and women) can vote	
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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
What is the Big Story of change 1745-1901?	To develop an overview of and explain the key changes between 1745-1901.	To evaluate and able to justify which are the biggest change took place in	Recall focus - key events from Britain 1501-1745 Look at the changes in housing, work, education, health and leisure and tourism. Looking at 1745, 1850 and 1900 Question Engels and his Marxist predictions Making Sense of History 1745-1901 pp.112-117 https://www.youtube.com/watch?v=xLhNP0qp38Q – Overview of the IR https://www.youtube.com/watch?v=x9BdVHCuNPs – Andrew Marr the IR HW - In preparation for next lesson students could be given specific people connected with the agricultural revolution Tull, Townsend etc
How revolutionary were the changes on farming?	To develop an understanding of the changes to agriculture and the impact this had on people's lives	To analyse to what extent there was a revolution in agriculture	Recall focus - Name changes that took places 1745-1901 and what actually changed Show students a picture of a large pig. Discuss why and how Challenge: Case study of Thomas Coke Compare a village 1760 to 1850 What changes have taken place? Why? Create living graph of life in the countryside between 1750-1870. Use Making Sense of History 1745-1901 pp.120-121

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			Other resources. Think History 3 pp.6-19 Peace to War pp.26-29 HW - Students could research other aspects of the agricultural revolution			
Why was Quarry Bank Mill so successful?	To be able to explain the reasons why factories developed and to apply these to a case study of Quarry Bank Mil	To justify and analyse the varying importance of the reasons for development and success.	Recall focus - How did England feed an expanding population? Students will investigate the reasons for the industrial revolution focussing on the case study of Quarry Bank Mill. Factors: Individual (Samuel Greg), Inventions, Cotton, Coal and iron, steam. Students are to rank the 6 factors in order of importance. Why was Quarry Bank Mill so successful? Write 2 PEE paragraphs and a conclusion Minds and Machines pp.22-31 https://www.youtube.com/watch?v=V1IU17Bai6w – Looms working Get students to self assess work highlighting the different elements of PEE paragraphs or Peer assess – HW to complete EBIs from Peer Assessment			
Why is it so difficult to find out what children’s working conditions were really like?	To be able to explain the working conditions for children were like using sources to develop knowledge – focus on Mills and mines	To be able to evaluate the value of various sources to an historian investigating children’s working conditions	Recall focus - What were the main reasons for the success and Quarry Bank? Students could be given pictorial sources to annotate /infer (Minds and Machines pp.32-33) Divide the class in half: one group to investigate working conditions in a mill one group to investigate mines. Students to select sources the wish to use. Complete a table <table><tr><td>Source</td><td>Details of Working Conditions</td><td>Value</td></tr></table> Evaluate the value of the sources using ADAPTT Report back to the class Answer Q: Why is it so difficult for historians to accurately investigate the working conditions for children? Minds and Machines pp.32-39 TH3 pp.27-31 https://www.youtube.com/watch?v=1PmHBqtlFss – Children’s Work in Mills HW: Write a report on factory working conditions	Source	Details of Working Conditions	Value
Source	Details of Working Conditions	Value				
How did the Victorians have fun? (Links with work on Victorian Sleaford)	To be able to explain why and how the leisure time of Victorian people changed	To assess to what extent there was a revolution in leisure time and to evaluate which class in society experienced the most significant change	Recall focus - How had the lives of people in 1745-1901 been transformed. ICT lesson Students are to produce a leaflet for Victoria’s diamond jubilee explaining about how people had fun in the Victorian period. Comment on how and why things changed between 1745-1901. Were there differences between poor and rich people? Instruction sheet Resource sheets – Peace and War pp.60-63 https://www.youtube.com/watch?v=JUG-CHZjoKI – Changes to the Leisure Time of Victorians			

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			Possible HW: Research either canals, roads or railways – teacher to allocate. Links to next lesson
How revolutionary were the changes in transport?	To be able to explain the developments that took place in transport and the impact that these had.	To evaluate the impacts on the changes in transport. To decide which were the most significant. (Either positive or negative)	Recall focus - Causes of the industrial revolution In groups of 3. Students are to research the changes in transport. Each person in the group will be responsible for a different mode of transport (Roads, canals, railways) They have to record the main changes / challenges to each methods of transport and how revolutionary each development was. In their groups they will need to debate and reach reasoned conclusions on which type of transport brought about the most significant change IRE pp.36-43 Peace and War pp.32-41 TH3 pp.35-39 BBC Teach https://www.youtube.com/watch?v=NBmQkS8NtJI – Canals https://www.youtube.com/watch?v=X4yZG7av8Gk – Roads https://www.youtube.com/watch?v=BmilgSulfv0 – Railways https://www.youtube.com/watch?v=P6a4zDjLAIY - Railways
Was the Reform Act of 1832 ‘great’?	To be able to explain why the GRA was introduced and explain the changes that it brought about	To be able to assess using sources whether the GRA deserves the title of ‘Great’ and reach a reasoned conclusion	Recall focus - How was power distributed 1509-1745? Show clip from Blackadder or Horrible Histories on corrupt electoral system Define the term democracy. Card sort on democracy then and now Venn diagram of why changes needed to be introduced Analyse the GRA using sources Source sheet - Was the Great Reform Act 1832 as great as has been claimed? Peace and War pp.90-91 TH 3 pp.57-63, 67-68 https://www.youtube.com/watch?v=-87ZHyTR6vg – Horrible Histories Research who the Chartists were and the Peterloo massacre
What was life like for the ordinary people of Sleaford in the Victorian era?	To be able to apply knowledge if national developments to Sleaford and to use sources to develop and understanding of the lives of ordinary people.	To evaluate the extent of change in Victorian Sleaford	Recall focus - How did ordinary people have fun? Students are to do an independent research task on life in Victorian Sleaford. In groups they will answer a variety of questions. Possible hands on workshop from Sleaford Museum using Victorian artefacts Question sheet Sources packs Further research / project work
ASSESSMENT: To what extent did the period 1745-1901 revolutionise the lives of women?	To be able to explain how and why aspects of women’s lives between 1745 and 1900 changed.	To reach a judgment on how much positive change had been made for women between 1745-1900.	Recall focus - What were attitudes to women like 1509-1745 Students are look at the difference between upper and working-class women. They will investigate work, independence, individual women, political and legal rights Assessment: To what extent did the period 1745-1901 revolutionise the lives of women? Structure sheet Markscheme / sheet Resource pack - esp. Collins History Connections 3 pp.66-75

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			Table for planning
How significant was the Victorian Cholera epidemic/ 1848 Public Health Act? How revolutionary were health and medical changes in the 1800s?	To be able explain the significance and impact of the cholera epidemic and assess the its significance in the wider context of medical developments in the nineteenth century	To reach a substantiated judgement about the significance of the medical changes and to evaluate the key turning point in medical advances	Recall focus - Diversity of women 1745-1901 Source analysis on the Silent Highwayman / Cholera court Create a living graph of the changes in Public Health in the nineteenth century Students could compare the lives/ contribution of Chadwick, Snow and Bazelgette – analysis of whose contribution was the greatest. Folens- Industry, Reform and Empire Britain 1750-1900 pp.52-57 https://www.youtube.com/watch?v=TT4Z1kf36w&list=PLcvEcrrF_9zJ8AqMTFZycm46Ks4DdSaLM&index=10
'The most dangerous man in England' What made Charles Darwin such a threat to people's beliefs?	To be able to explain how and why the views of Charles Darwin challenged the beliefs and attitudes of people in the Victorian era	To evaluate the interpretation of Charles Darwin and to what extent his views were controversial.	Recall focus - What did key people in Public Health do to improve it? ICT opportunity: Students could produce a leaflet to explain the theory of evolution to people in the nineteenth century. Why did Darwin's theory of evolution cause so much controversy? Folens- Industry, Reform and Empire Britain 1750-1900 pp.104-107 Minds and Machines pp.92-97 Design your own new £10 note. Who would you put on the back on why?
Who was Jack the Ripper?	To be able to develop a hypothesis about who Jack the Ripper was.	To evaluate their own hypothesis about the identity of Jack the Ripper	Recall focus - Who was Charles Darwin? Create hypothesis of who they think Jack the Ripper was Using the packs of suspects and crime victims and witness statements. Students are to imagine they are writing the front page of newspaper. Headlines and details can change at a moments notice. Drip feed information about victims and suspects Folens - Industry, Reform and Empire 1750-1900 pp.68-73 HW – What does the Jack the Ripper case reveal about life in Victorian Britain?
What were the causes of the French Revolution?	To be able to explain the causes of the French Revolution	To reach a judgement about which cause was the most significant.	Recall focus - What were the causes of the English Civil War? Source analysis of 3 estates cartoon - inferences Students will investigate the long and short terms causes of the French Revolution. Societies in Change – p.104 source 1, p.111 source 5, p.113 source 9, pp.114-117. Complete Q 3 and 4 in blue box on p.117 https://www.youtube.com/watch?v=PBn7iWzrKol – ted Talk causes
Did Robespierre deserve to die?	To be able to explain the consequences of the French Revolution and to know the debate about the role of Robespierre	To assess which interpretation of Robespierre is more historically accurate.	Recall focus - What were the main causes of the French Revolution? Students will use a variety of sources to investigate and reach a conclusion as to whether Robespierre deserved to die. Citizen's Minds pp.82-95 Enquiry on Robespierre and the terror Societies in Change pp.144-145 Qs 1, 2, 4, 7 and 8 Research the Seven Years War and the American War of Independence. Explain the links between these and the French Revolution.
How and why did the British Empire develop 1500-1950?	To develop an overview of the key developments and reasons for growth of the British Empire and to undertake an early case study.	To assess the most significant reason for growth of the British. To assess the most significant reason for the failure at Roanoke.	Recall focus - How did the United Kingdom unite? Using a selection maps annotate how the British Empire grew and declined between 1500 and 1950 Case Study of Roanoke, – students to investigate the failure of the first colony Changing Minds – Clash of Cultures pp.102-109 SHP – The Impact of Empire pp.6-19 Heinemann Expansion, Trade and Industry pp.36-39

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			https://www.youtube.com/watch?v=l7E9Tm1X7vw&list=PLcvEcrcF_9zLFhetle-QrjhRvL7vjcJo8 – BBC Teach why does the Empire matter? Questions: Which countries in the world are famous for playing cricket? Which countries are part of the Commonwealth? What links can you see between these 2 things? Explain your answer based upon the information gathered in today's lesson.
Did the British harm or help its African colonies?	To develop a knowledge of the positive and negative impact of the British Empire on Africa.	To evaluate the impact of the British Empire on Africa and to be able to evaluate impacts from difference perspectives.	Recall focus - How did the British Empire grow? Brief overview of the Scramble for Africa Students are presented with a variety of sources and are asked to investigate this interpretation. Source sheet T:\KSHS\Departments\Curriculum\History\History Curriculum 2019\Year 8\New Lessons\Empire https://www.youtube.com/watch?v=cAMTB-DRRfE – Scramble for Africa PEE paragraph that answers the question Students could be encouraged to do 2 paragraphs giving a balanced answer. Or contrast colonies abroad with events closer to home. Research events in Ireland the desire for Home Rule. Did the break of Ireland mean the beginning of the end for the British Empire?
How did a clash of cultures lead to Britain's war with China?	To be able to explain why the British went to war with China	To evaluate the reasons why the British went to war with China and to research its significance in the development of the British Empire in the Far East.	Recall focus - positive and negative impact of the British Empire on Africa Get students to read the information and in groups decide the different categories for why the British and Chinese went to war. Students are to make their own decisions. Try to find 4-6 reasons. Produce a pyramid of causation and be able to justify the reasons Minds and Machines pp.104-109 Blank pieces of paper Students to research how 1842 treaty led to the establishment of Hong Kong as a colony. Research how British ownership came to an end
Why did British rule in India come to an end?	To develop a knowledge of the causes of and be able to explain why India wanted independence and how this contributed to the end of the British Empire	To evaluate the reasons why India got independence and to what extent the British left India too quickly	Recall focus - The reasons for the growth of Empire Students are to write a letter to Lord Mountbatten persuading him to grant Indian independence. Use the activities in the SHP book SHP – the Impact of Empire pp.96-103 https://www.youtube.com/watch?v=oNWTXaOotEA – BBC Teach – how did the British control India https://www.youtube.com/watch?v=NPVLR4Np0jA – Background clip on the East India Company. Could be used to explain the History of The British Empire and India https://www.youtube.com/watch?v=-vQTAxK5I2c – BBC Teach Gandhi and independence Research the life of Gandhi. What was the significance of his role in India gaining independence? They could do this as a poster, powerpoint, leaflet etc.
'The Good, the Bad and the Ugly' Why do people disagree about the impact of Empire?	To develop an understanding of two different historical interpretations and to be able explain how each interpretation could be valid	To assess which interpretation has more validity and to evaluate and substantiate which interpretation is the most valid	Recall focus - Who was Gandhi and what did he do? Divide class in half – look at the interpretations of Judd and James – discuss Look at a range of information and decide which interpretation they agree with the most – put findings in a table Write a conclusion to the enquiry question. https://www.youtube.com/watch?v=HnXenihxSeg – BBC Teach - Empire a force for good Part 1& 2 https://www.youtube.com/watch?v=qpHlkfPSo8o Peer assess SHP The Age of Empire pp.104-113

