

Subject Vision

- **Thinking:** We want our students to become critical thinkers. They will show curiosity about the world around them. They will be enquiring and ask further questions. They will be media literate adults who can navigate the new media landscape safely.
- **Knowing:** We want our students to be rich in knowledge. They will understand the bigger picture of the national story and be able to place both historical and current events in relation to it. Their understanding of current affairs will be deepened. They can apply their knowledge of history to make connections with their locality. They will have an understanding of the diverse nature of the UK and the experiences of its residents and citizens. We hope that they will even learn the lessons of the past.
- **Communicating:** We want our students to be good communicators. They will be able to express themselves clearly in written form; both when conciseness and depth are required. They will be able to illustrate their points with specific examples and advanced vocabulary. They will focus clearly on the objective of their communication.

Subject End Points

- 1) Students demonstrate knowledge and understanding of the key features and characteristics of the periods studied (N.B End Point 1 is always applied to all other End Points; you cannot meet the other End Points *without* application of End Point 1)
- 2) Students can explain and analyse historical events and periods studied using second order historical concepts
- 3) Student can analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events.
- 4) Students can analyse, evaluate and make substantiated judgements about interpretations (including how and why they may differ) in the context of historical events

<p><u>Subject Domains of Knowledge</u></p> <ul style="list-style-type: none"> • Expansion, Trade and Industry c.1750-1900 • World War I • World War II 	<p><u>Subject Key Concepts</u></p> <p><u>Skills</u> (Covered at both KS3 and KS4, Covered explicitly only at KS4)</p> <ul style="list-style-type: none"> • Factual recall • Inference • The process of historical enquiry • Evaluating the usefulness of sources • Explanation • Essay writing • Narrative account and chronology • Description • Identification and explanation of differences between interpretations • SPAGST <p><u>Content</u></p> <ul style="list-style-type: none"> • The history of politics and power • Military History • The history of everyday life • The history of resistance and rebellion
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Year 8: History

Units	Expansion, Trade and Industry: Britain c.1750-1900	World War I	World War II
Unit Overview	Expansion, Trade and Industry is a breadth unit that focuses on change . Changes in transport, industry, scientific understanding, Britain's place in the world and the lives and rights of ordinary people. In studying this time period students will recognise the beginning of the modern world.	As World War I falls out of living memory, the importance of studying it in History increases. Students will study the causes, events and consequences of this conflict. An overview of World War I will be important for two units at GCSE. For all students the echoes of what was	The consequences of World War I and the Causes of World War II form a direct link between the two units as students examine the role of the Treaty of Versailles the challenge to democracy. We will focus on the war from the perspective of Britain (Dunkirk, the Blitz, D-Day) and then

		hoped to be 'the war to end all wars' will resonate.	widen out to the 'World' aspect of World War II.
Lesson Sequence	<p>1-2 How and why did the Industrial Revolution happen? Students will get an overview of the changes happening over the entire period so that they can place the Industrial Revolution in context. For example, increasing population. Students will learn about the domestic and factory system. They will examine how and why production shifted with emphasis on cotton spinning and Arkwright's spinning frame.</p> <p>3-4 What was the impact of the transport revolution 1750-1900? Students will use contextual knowledge of previous transport methods to explain the development of both canals and railways, and evaluate their impact.</p> <p>5-7 What were working conditions like in the industrial factories? Students will explore the poor working conditions in more than one context, for example coal mines and cotton mills. They will analyse sources as part of this. Students will also use the case study of Robert Owen to see another side to Victorian attitudes about work.</p> <p>What was life like in a Victorian city? (optional) This could include a focus</p>	<p>1-2 What were the causes of WWI? Students will outline both the long and short-term causes of WWI, including disputes over territory, the role of alliances, increasing militarism and the assassination of Archduke Franz Ferdinand.</p> <p>Who fought in WWI? This is not an optional unit but can come at any time in the unit. This should include the ideas that the forces in WWI were diverse in terms of their social class, national origin and ethnicity.</p> <p>3-5 What was life like in the trenches? Students will learn about everyday difficulties e.g. food, hygiene as well as the dangers faced (e.g. artillery, machine guns, poison gas). There will be an emphasis on why the death rate was so high. Students examine at least one case study (e.g. the Battle of the Somme)</p> <p>6 How was information about WWI controlled? Students will interpret examples of propaganda (e.g. recruitment posters) to understand what messages were being communicated and how. Students will learn about the reasons for and methods of censorship (e.g. letters, newspapers).</p>	<p>1-2 What were the long term causes of WWII? Students will study the terms of the Treaty of Versailles and analyse their impact on Germany in order to understand the origins of WWII. (The study of the ToFV may come either at the end of the WWI unit, or the beginning of the WWII unit). Students will also analyse the rise of the Nazis 1929-1933 including reasons to do with economics, politics and the qualities of the Nazis.</p> <p>3 What were the short term causes of WWI? Students will study events 1936-1939 that led to war (e.g. troops in the Rhineland, invasions of Austria, Czechoslovakia and Poland). This will include some reference to the concept of appeasement and linking Germany's actions with the terms of the ToF V.</p> <p>4 Was Dunkirk a 'triumph' or a 'disaster'? Students will examine the different ways in which the evacuation has been interpreted both at the time and looking back. They will assess the evidence for the different interpretations and draw conclusions on their validity.</p> <p>5-6 Why did the British win the Battle of Britain? Students will learn about the different stages of the Battle</p>

on leisure (e.g. Brighton's development as a holiday resort) and/or public health (e.g. Chadwick, Snow)

8-9 How did people's rights change 1750-1900? Students will learn about how undemocratic Britain was before 1832. They will look at the contents and impact of the 'Great Reform Act' of 1832, and how democracy steadily advanced in the years following. They will also look at the development workers' rights (for example Trade Unionism and the right to strike)

10-11 What was the impact of the growth of the British Empire? Students will study Britain's motivations in expanding their empire (e.g. trade, profit, missionaries) and the impact this had on the people who were colonised. Links to students' study of the Atlantic Slave Trade in Year 7 should be made. Students should look at at least one case study (e.g. The Indian Rebellion of 1857, the Zulu Wars, the Opium Wars).

How useful is Blackadder for telling us about WWI? Students will apply their contextual knowledge of trench warfare to identify what information the programme tells us and the problems with it.

7 Was WWI a turning point for women? Students will study and evaluate the impact of WWI on women in the fields of work and democracy.

How were 'conchies' treated? Students will investigate people's reasons for conscientious objection and what happened to them.

8-9 In what way was WWI a 'world' war? Students will investigate at least one example of how WWI extended beyond the original alliances. Examples might include Gallipoli and the entrance of the USA into the war.

10-11 How and why did WWI end? Students will study how the stalemate on the Western Front was broken. This will include the role of tanks. Students will also study the terms of the Treaty of Versailles and analyse their impact on Germany in order to understand the origins of WWII. The study of the Treaty of Versailles may come either at the end of the WWI unit, or the beginning of the WWII unit.

of Britain (Luftwaffe targeting shipping, then the RAF, then London) and the reasons for British victory (e.g. leadership, strategy, technology, German mistakes).

7-8 Was there a Blitz Spirit? Students will gain an overview of the Blitz and how Britain was impacted by it and responded to it. They will use source evidence to look at the idea that there was a Blitz Spirit *and* that there was another side to this; that people might have despaired or panicked. Students will apply their knowledge of propaganda and censorship to explain the concept of the Blitz Spirit.

9 Why did the USA enter WWII? Students will study Japanese aims in WWII (e.g. imperialism, acquisition of resources) and how the USA stood in their way (e.g. oil embargo). They will learn about the events at Pearl Harbor and why that brought the USA into the war.

10-11 Was the dropping of the atomic bombs justified? Students will learn about the effects of the atomic bombs and the USA's reasons for using them. They will apply evidence to arguments about whether or not the dropping of these bombs was justified and draw a personal conclusion.

			<p>12-13 What was Britain like after WWII? (Windrush case study) Students will look at what brought migrants from the Caribbean to Britain in the years following WWII (e.g. labour shortages in public services, the establishment of the NHS, the concept of the 'mother country' and opportunities there). They will also learn about the difficulties and prejudice faced by the Windrush generation. Students should also examine the contribution of this wave of migration to British culture.</p>
<p>Key Domains and Concepts taught in this Unit / Term</p>	<ul style="list-style-type: none"> • Domain: Expansion, Trade and Industry: Britain c.1750-1900 • Concepts (skills): explanation, evaluation of the usefulness of sources, essay writing, SPAGST, factual recall, chronology • Concepts (content): The history of politics and power, Military History, The history of everyday life, The history of resistance and rebellion 	<ul style="list-style-type: none"> • Domain: World War I • Concepts (skills): explanation, evaluation of the usefulness of sources, identifying the differences in interpretations, factual recall, chronology. • Concepts (content): The history of politics and power, Military History, The history of everyday life, The history of resistance and rebellion 	<ul style="list-style-type: none"> • Domain: World War II • Concepts (skills): identifying the differences between interpretations, description, essay writing, factual recall, chronology. • Concepts (content): The history of politics and power, Military History, The history of everyday life, The history of resistance and rebellion
<p>KS4 End Points</p>	1,2,3	1,2,3,4	1,2,4
<p>Declarative Knowledge (Students should know)</p>	<ul style="list-style-type: none"> • How and why did the Industrial Revolution happen? • What was the impact of the transport revolution 1750-1900? 	<ul style="list-style-type: none"> • What were the causes of WWI? • Who fought in WWI? • What was life like in the trenches? 	<ul style="list-style-type: none"> • What were the long term causes of WWII? • What were the short term causes of WWI?

	<ul style="list-style-type: none"> • What were working conditions like in the industrial factories? • What was life like in a Victorian city? (optional) • How did people's rights change 1750-1900? • What was the impact of the growth of the British Empire? 	<ul style="list-style-type: none"> • How was information about WWI controlled? • How useful is Blackadder for telling us about WWI? • Was WWI a turning point for women? • Were 'conchies' treated fairly? • In what way was WWI a 'world' war? • How and why did WWI end? 	<ul style="list-style-type: none"> • Was Dunkirk a 'triumph' or a 'disaster'? • Why did the British win the Battle of Britain? • Was there a Blitz Spirit? • Why did the Japanese attack Pearl Harbour? • Was the dropping of the atomic bombs justified? • What was Britain like after WWII? (Windrush case study)
<p>Procedural Knowledge (Students should be able to do)</p>	<ul style="list-style-type: none"> • Explain why the Transport Revolution happened in Britain in the 18th/19th centuries (12 marks) • How useful are Sources A and B for an enquiry into working conditions during the Industrial Revolution? • 'The Industrial Revolution changed Britain for the better'. How far do you agree? (16 + 4 SPAGST) • Recall information about the Transport Revolution and the Industrial Revolution • Recall information about changing rights 1750-1900 • Write about the other topics in the declarative knowledge showing description, explanation and evaluation. 	<ul style="list-style-type: none"> • Explain why trench warfare was so deadly. You may use the following in your answer (12 +4 SPAGST) • Interpretations 1 and 2 give different views about the usefulness of tanks on the Western Front during WWI . What is the main difference between these views? (4) • How useful are Sources A and B for an enquiry into the usefulness of tanks? (8) • Recall information about the causes of WWI (10) • Recall information about life in the trenches (10) • Write about the other topics in the declarative knowledge showing description, explanation and evaluation. 	<ul style="list-style-type: none"> • Interpretations 1 and 2 give different views about the evacuation of British troops from Dunkirk in 1940 What is the main difference between these views? (4) • Describe two features of the Battle of Britain (4) • 'During the Blitz, most people kept calm and carried on'. How far do you agree? (16 + 4 SPAGST) • Recall information about the causes of WWII (10) • Recall information about Britain in the Blitz (10) • Write about the other topics in the declarative knowledge showing description, explanation and evaluation.