

## History Department

Long-term sequencing Year 8: How did the pillars of C19th century civilisation crumble into the flames of war? (Hobsbawm)

<p>In Year 8, students will enhance their understanding of British History to understand the changes in Britain from the British Empire to the Industrial Revolution. The second part of the year will focus on war period of the 20<sup>th</sup> century and support students learning for Year 11 (Conflict and Tension). This ambitious unit seeks to address the political, social and economic changes during these periods and incorporate sources and interpretations.</p>		
<p><b>HALF TERM 1: How should the British Empire be remembered?</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>Why did Britain want an empire?</li> <li>Britain in India</li> <li>Interpretations about Britain in India</li> <li>The Irish Famine</li> <li>British reaction to the Boer War</li> <li>The empire and WWI</li> <li>Legacy and the Empire</li> </ul> <p><b>DISCIPLINARY SKILLS – Interpretations, cause and consequence</b></p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests that are interleaving and essay and source questions</p>	<p><b>HALF TERM 2: To what extent did the Industrial Revolution lead to political and social change?</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>Britain before the Industrial Revolution</li> <li>The Slave Trade and the Industrial Revolution</li> <li>How fair was society during the Industrial Revolution?</li> <li>Children during the Industrial Revolution</li> </ul> <p><b>DISCIPLINARY SKILLS – usefulness of sources, significance, change and continuity</b></p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests that are interleaving and essay and source questions</p>	<p><b>HALF TERM 3: To what extent did the Industrial Revolution lead to political and social change?</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>What were the conditions during the Industrial Revolution?</li> <li>How was Public Health during the Industrial Revolution?</li> <li>How did the government support society during the Industrial Revolution?</li> <li>Case Study: Birmingham during the Industrial Revolution</li> </ul> <p><b>DISCIPLINARY SKILLS – cause and consequence, significance, change and continuity</b></p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests that are interleaving and essay and source questions</p>
<p><b>HALF TERM 4: Were WW1 and WW2 'consecutive acts of the same drama'? (Fischer)</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>MAIN causes of World War I</li> <li>Short term causes of World War I</li> <li>Life in the Trenches</li> <li>The controversy of the Battle of the Somme</li> <li>WWI and Wednesday</li> <li>Weaponry during WWI</li> </ul> <p><b>DISCIPLINARY SKILLS – cause and consequence, usefulness of sources</b></p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests that are interleaving and essay and source questions</p>	<p><b>HALF TERM 5: Were WW1 and WW2 'consecutive acts of the same drama'? (Fischer)</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>The Treaty of Versailles</li> <li>Was the Treaty of Versailles fair?</li> <li>The German reaction to the Treaty of Versailles.</li> <li>What was Europe like between the wars</li> <li>Who was Adolf Hitler?</li> <li>The beginnings of World War 2</li> </ul> <p><b>DISCIPLINARY SKILLS – significance, interpretations</b></p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests that are interleaving and essay and source questions</p>	<p><b>HALF TERM 6: Were WW1 and WW2 'consecutive acts of the same drama'? (Fischer)</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>Dunkirk: Triumph or Disaster?</li> <li>The Battle of Britain</li> <li>The Blitz</li> <li>Operation Barbarossa</li> <li>Was it right for the Americans to drop the atomic bomb?</li> <li>Did the Americans drop the atomic bomb to end the war?</li> </ul> <p><b>DISCIPLINARY SKILLS – cause and consequence, interpretations</b></p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests that are interleaving and essay and source questions</p>
<p>Home learning set will consist of a combination of: research finding that enhances independence and a number of videos that will support in note taking effectively.</p>		