

Unit and Year: Year 8 KO10 The Industrial Revolution

Purpose of Unit

This unit focusses on the economic and social changes brought by the Industrial Revolution

Students are expected to be able to:

Explain/Analyse and Evaluate the causes, events and impact of the Industrial Revolution of 19th century

Key Learning/Knowledge:

- What was the social and economic position of the UK in 1750?
- Why did the Industrial Revolution happen in the UK?
- What made the factory system so productive?
- How did factories create towns?
- How did the revolution in transport change the economic and social condition of the UK?
- What were the great inventions of the 19th century?

Key Vocabulary and meanings:

- Factory system - goods are made in a large building using machines and a large workforce
- Domestic system - goods are made in people's homes with a small workforce - often family members
- Urban/Rural - City or town / the countryside
- Baby boom - a rapid rise on births as happened in the 18th and 19th centuries
- Coal - the raw material that powered the machines in the factories
- Turnpike trusts - organisations that built and maintained roads
- Tolls - fees to use the roads
- Canal - waterways built to move goods to and from the factories
- Locomotive - a steam-powered train
- Suburb - a place on the outskirts of a town where people live. The commute to the town for work
- Steam engine - the technology which powered the machines in the factories
- Cotton mill - a factory that produced cloth from raw cotton
- Spinning Jenny - a spinning frame powered by the feet of the user that sped-up cloth manufacture
- Power Loom - a machine for making cloth that used water or steam for power
- Richard Arkwright - the man who opened the first factory in the UK
- James Watt - the inventor of the steam engine
- George Stephenson - the inventor of the 'Rocket' an early locomotive
- Isambard Kingdom Brunel - a civil engineer who was responsible for many important bridges, tunnels and ships
- Overseer - the person in a factory who ensured there was no slacking amongst the workers
- Pauper apprentice - a child so poor they were sent to work in a factory as a child
- Iron Ore - the raw material used to make iron
- Blast furnace - the large oven used to get the iron from iron ore
- Cast iron - a weaker form of iron
- Wrought iron - a stronger type of iron
- Reformer - someone who wanted to improve the working and living conditions of ordinary people
- Factory Acts - a series of laws designed to improve the working conditions of people in the 19th century

Links to prior knowledge/learning:

Y7 SOW on England and the UK 1500-1750. Students should be able to draw comparisons with the lives of people in this period. They should be able to spot change and continuity

Cross Curricular link/ World Issues

Citizens' rights - what can we expect in the UK? What about elsewhere in the world?

Child Labour - where is this still common?

English Lit - A Christmas Carol, Romantic Poetry

Unit and Year: Year 8 KO11 Political Reforms

Purpose of Unit

This unit focusses on the major political reforms that accompanied the major economic changes of the 19th century. The 19th century was a period of great political and social change, including social reforms affecting education, poverty and public health, and reform of the franchise. Students will examine how Parliament made reforms to improve the lives of men, women and children especially in the poorer sections of society. They will ultimately decide the extent to which the 19th century can be called one of progress. Students are expected to be able to: Explain/Analyse and Evaluate the causes, events and impact of the political reforms of 19th century

Key Learning/Knowledge:

- To what extent did public health improve during the 19th century?
- How democratic was the UK by 1900?
- Could you get justice by 1900?

Key Vocabulary and meanings:

- Reform/Reformers - people who wished to improve the lives of ordinary people
- Public Health - the health of the whole population
- Board of Health - set up to ensure better public health in towns
- Cholera - a water-borne disease common in 19th century towns
- Miasma - people believed this 'bad smell' caused illness before they understood what bacteria was
- Slums - the poorest areas of cities often with 'back-to-back' housing
- The Great Stink - In the summer of 1858 the sewage poured into the Thames caused an unbearable smell in London leading to the building of the first sewers
- Edwin Chadwick - A reformer who encouraged the government to improve the lives of the poor to improve public health
- Joseph Bazalgette - an engineer who built the first sewers
- John Snow - the man who made the link between cholera and unclean water
- Democracy - the system where people vote for their leaders and have freedom of speech
- Elizabeth Fry - a reformer who campaigned to improve prisons
- Scavenger - children in factories who crawled underneath the machines to collect cotton scraps
- Rotten Borough - a seat in Parliament that represented almost no people (Seaford was one!)
- Secret ballot - where your vote is secret
- Peterloo massacre - an event in 1819 where people calling for more democracy were killed by soldiers
- Chartists - 19th century campaigners for more democracy
- Rookeries - the slum area of a town where criminals could hide
- Peelers - one of the nick-names given to the new policemen
- The Metropolitan Police - the first police force in the country established in London in 1829
- The Great Reform Act 1832- the first of a series of new laws giving more people the vote
- Working class - poorer people who did manual jobs

Links to prior knowledge/learning:

Y7 SOW on England and the UK 1500-1750. Students should be able to draw comparisons with the lives of people in this period. They should be able to spot change and continuity
KS4 - students study public health as part of the Health and the People course

Cross Curricular link/ World Issues

Citizens' rights - what can we expect in the UK? What about elsewhere in the world?
Child Labour - where is this still common?
English Lit - A Christmas Carol, Romantic Poetry

Unit and Year: Year 8 KO 12 The British Empire

Purpose of Unit

In this unit we examine the legacy of the British Empire by studying the history of British involvement in India from the 18th to the 20th century. You will be looking at what benefits the Empire brought to Britain, how the Empire was expanded and how India was changed by becoming a British colony. You will look at the benefits and drawbacks of the Empire for different groups of people and consider how the Empire still has a significant impact on India and the UK

Key Learning/Knowledge:

- How and why did the British Empire grow so big?
- How and why did India become part of the British Empire?
- What were consequences of the Empire for Indians?
- What were the consequences of the Empire for Britain?
- Was the Empire a force for good or bad?

Key Vocabulary and meanings:

- Empire - A group of countries, people or land ruled by one single country referred to as the "mother" country.
- Colony - a country controlled by another
- Imperialism - the desire to control other country
- Trade - buying and selling goods
- Raw Materials - things that can be grown or dug up e.g. coal
- Import - goods brought into a country
- Export - good sold to another country
- The Mughals - Muslim emperors that rule India before the British
- East India Company - British company that controlled India in the 18th and early 19th centuries before the British government took control (the Raj)
- Mutiny - when the army refuses to follow orders
- British Raj - the name given to British rule in India from 1858
- Sepoy - an Indian soldier serving in the British army
- Viceroy - the British man in charge of India
- Indian Freedom Struggle - the name the Indian government give to the Indian Mutiny of 1857
- Empress of India - the title given to Queen Victoria
- Mohandas Ghandi -the man who lead the Indian fight for independence
- Jawaharlal Nehru- the first Prime Minister of India

Links to prior knowledge/learning:

Y7 /KS4 Elizabethans option - Elizabethan England and the start of Empire.

Cross Curricular link/ World Issues

The legacy of Empire including the role of Britain in the slave trade

Purpose of Unit

In this unit we examine First World War. You will be able to explain and compare the causes of the conflict and, using primary and secondary source material, explore what it was like for a soldier on the Western Front. You will learn about why a stalemate developed and how attempts were made to break this. You will reach your own conclusions about how the war was fought and decide whether the generals who made the big decisions were incompetent, uncaring or simply trying their best under impossible circumstances.

Key Learning/Knowledge:

- Why was there a world war in 1914?
- Why was this truly a 'world' war?
- What was it like to be a soldier in WW1?
- Is 'Lions led by Donkeys' a fair description?

Key Vocabulary and meanings:

- **Alliance** - a group of countries that agree to support each other if any of them come under attack. Prior to WW1 Europe divided into two alliances (the Triple Entente and the Triple Alliance)
- **Militarism** - a love of the military. Linked to Arms race - countries compete to have the most powerful military
- **Imperialism** - the desire to have a large empire
- **Nationalism** - extreme pride in your country.
- **Short-term causes** - things that happened within days of weeks of the war
- **Long-term causes** - things that happened over many years to cause the war
- **Sarajevo** - the city where the war was fought
- **Trench warfare** - a defensive form of fighting where both sides dug trenches and defended their lines
- **No Man's Land** - the space between the two trenches
- **Stalemate** - when neither side advanced
- **Gas** - a weapon that caused respiratory problems
- **Machine gun** - a gun that fired hundreds of rounds a minute
- **Artillery** - the large guns that fired shells
- **General Haig** - the most important general in the British Army
- **Gavrilo Princip** - the Serbian nationalist that killed Franz Ferdinand (the heir to the Austro-Hungarian Empire)
- **Pals Battalion** - friends would sign up together and fight in the same units
- **Conscientious objector** - someone who refused to fight on moral grounds
- **Propaganda** - the government has to persuade people to sign up or support the war using posters and other methods
- **Conscription** - being forced to join the army
- **Going 'over the top'** - leaving your trench to attack the enemy's front line
- **Trench foot** - a painful condition where the foot swells and can even rot
- **Tank** - a weapon developed during WW1
- **Shell shock** - PTSD
- **Zeppelin** - an airship used by the Germans to bomb Britain
- **Rationing** - reducing the amount of food and other items available to people
- **Armistice** - the cease-fire agreed on 11/11/18

Links to prior knowledge/learning:

Y8 links to Empire and the Industrial Revolution

Cross Curricular link/ World Issues

The legacy of Empire

Purpose of Unit

In this unit we examine the failure to create a lasting peace after WW1. You will learn about the economic chaos of the 1930s, the rise of extreme ideologies (fascism and communism) and why Germany turned to the fanatical fascist Adolf Hitler. You will explore the causes of Second World War and consider the major turning points of the world's bloodiest conflict and why the Allies were able to triumph in 1945. Finally you will learn about the Holocaust and consider how and why this genocide was able to happen.

Key Learning/Knowledge:

- Was the Treaty of Versailles a terrible mistake?
- What was Communism and why did it appeal?
- What was Fascism and why did it appeal?
- Why did the Nazis come to power in Germany?
- What was it like to live in Nazi Germany?
- Who or what was to blame for the Second World War?
- Why did the Allies win the War?
- Why did the Holocaust happen?
- Who was to blame for the Holocaust?

Key Vocabulary and meanings:

- **Communism** - a left-wing ideology where the state owns everything and all important decisions are taken by the government. Wealth is supposed to be shared equally
- **Fascism** - a right-wing ideology where there is a single strong leader, a love of the military and a belief in the superiority of your country (nationalism)
- **Nationalism** - a belief that your country is better than others
- **Capitalism** - an ideology where businesses make profit and are privately owned. Some people are rich and some are not
- **Democracy** - a country where leaders are elected and people have freedom of speech
- **Dictatorship** - a country with a single leader who is not elected
- **Treaty of Versailles** - the agreement that was supposed to create peace in Europe after WW1. Signed in 1919. Very unpopular in Germany
- **Wall Street Crash** - in 1929 the US stock market crashed leading to mass unemployment and poverty
- **Economic Depression** - the economic problems in the US spread around the world and were especially bad in Germany
- **Furher** - leader. The word used to describe Adolf Hitler
- **Nazis** - the Fascist party lead by Adolf Hitler who controlled Germany from 1933-45
- **Aryan** - North-European white. Blond haired and blue eyed
- **Anti-Semitism** - discrimination against Jewish people
- **Holocaust** - 'destruction'. The word used to describe the murder of 6 million Jews by the Nazi regime.
- **Ghetto** - an area of a town where Jews were forced to live. Conditions were very bad
- **Concentration Camp** - a prison camp where political prisoners and persecuted ethnic groups were forced to work, often to death
- **Death Camp** - a place where Jewish people were sent to be murdered
- **Appeasement** - giving in to a leader to avoid conflict. European leaders 'appeased' Hitler when he broke the Treaty of Versailles
- **League of Nations** - an organisation set up after WW1 to try to prevent future war
- **Blitzkrieg** - 'Lightening War'. The German battle tactic where air and land forces were coordinated to allow for rapid movement
- **Blitz** - the bombing of Britain by the Luftwaffe (German airforce)
- **D Day** - the Allied landings on the beaches of Normandy in 1944
- **Battle of Britain** - the Royal Air Force defended Britain from a Germany invasion in 1944
- **Radar** - a new British technology that helped the RAF during the Battle of Britain
- **Area Bombing** - the bombing of a large area that often leads to civilian casualties
- **Atom Bomb** - the nuclear bomb developed by the Americans and dropped on two Japanese cities in 1945

Links to prior knowledge/learning:

Y8 links to Empire, Industrial Revolution and WW1

Purpose of Unit

In this unit we explore the major social changes of the 20th century and ask ourselves how significant the change has been for a range of people who had suffered inequality previously. We look at the lives of women in the 19th century and learn about the fight for 'suffrage' (the right to vote) before asking whether women really did achieve equality with men during the 20th century. In year 7 we studied the slave trade and the impact it had on the lives of Africans and their descendants in the Americas. In year 8 we examine how, despite the abolition of the trade and of slavery, discrimination continued in the USA and how people fought for greater rights for African-Americans. We then compare the civil rights struggle in America to that in the UK and ask how far black people have equality today. The 20th century also saw the struggle for equality by members of the LGBTQ+ community and we look at how far attitudes have changed to sexuality over this period. Finally we examine the founding of the 'Welfare State' and the creation of the NHS and consider how important these ideas have been in improving the health and happiness of ordinary people.

Key Learning/Knowledge:

- How did women win the right to vote?
- Were the Suffragettes freedom fighters or terrorists?
- Did women achieve equality with men in the 20th century?
- How successful was the Civil Rights movement in the USA?
- How successful was the Civil Rights movement in the UK?
- Do black people in the USA and UK have equality today?
- How far have attitudes towards sexuality changed?
- Why was there a need for the welfare state?
- To what extent has the welfare state been a success?
- How important is the NHS to our society?

Key Vocabulary and meanings:

- **Beveridge Report** - a report published in 1942 that called for the creation of the welfare state to help improve the lives of the poor
- **The Five Giants** - the five key areas of life that needed to be improved (as identified by Beveridge)
- **Welfare State** - the system which ensures that those in need of help (e.g. the elderly, sick and the young) get help from the government if they need it
- **Social Security** - help given by the government to improve people's standard of living
- **NHS** - the National Health Service which provides free healthcare for everyone
- **Suffrage** - the right to vote
- **Suffragettes** - women who campaigned for the women to get the right to vote
- **Suffragists** - men and women who campaigned peacefully to get women the vote
- **Civil Rights** - fundamental rights like access to education or voting
- **Discrimination** - treating someone differently because of the race, sex, sexual orientation or religion
- **Equality** - when people are equal
- **Labour Party** - a political party that represented working class (poorer) people and became much more popular after more men began to get the vote at the end of the 19th century
- **Cat and Mouse Act** - a law passed by Parliament that meant imprisoned Suffragettes who went on hunger strike were released from prison and then re-arrested
- **Segregation** - dividing people up for example stopping black and white people using the same seats
- **Jim Crow Laws** - laws introduced in Southern states of the USA to discriminate against black people
- **The Ku Klux Klan** - a racist group that persecuted black people in the USA
- **Freedom Riders** - people who travelled across the USA to fight discrimination
- **Boycott** - a refusal to use something
- **Sit-in** - black protestors sat in white seats as a protest
- **Windrush** - the ship that brought the first Caribbean migrants to Britain
- **LGBTQIA+** - lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and more
- **Civil Partnership** - a non-religious ceremony like a wedding

Links to prior knowledge/learning:

Link to slavery and abolition and fight for democracy in the C19

Cross Curricular link/ World Issues

Racism and nationalism. Women's/Minority rights

Support KS4 Health and the People course

Unit and Year: Year 8 KO 16 The Cold War

Purpose of Unit

After World War II, the United States and its allies, and the Soviet Union and its satellite states began a decades-long struggle for supremacy known as the Cold War. Soldiers of the Soviet Union and the United States did not do battle directly during the Cold War. But the two superpowers continually antagonized each other through political manoeuvring, military coalitions, espionage, propaganda, arms build-up (including nuclear weapons), economic aid, and proxy wars between other nations. In this unit you will learn about why the Cold War began and how it have a profound impact on the whole world.

Key Learning/Knowledge:

Why did the Cold War begin and when?
Who was responsible for the Cold War?
How did the world become divided after 1945?
Why was Berlin so important in the Cold War?
How did the Berlin Airlift effect the Cold War?
For whom was the U2 crisis a success?
How was the space race important in the Cold War?
How close did the world come to WW3 in 1962?

Links to prior knowledge/learning:

WW2

Cross Curricular link/ World Issues

Supports GCSE History study of the War in Asia 1945-1975
Political systems and ideologies

Key Vocabulary and meanings:

Berlin Blockade Stalin cut off supplies to West Berlin in 1948 so the West had to airlift in supplies
Berlin Wall Built in 1961 (to stop East Berliners leaving to live in the West) it divided Berlin until 1989
Capitalism A political system where a country's trade and businesses are controlled by individuals not the state and therefore some people may be wealthy while others are poor
Cold War This was a time of tension between the USA and the USSR and their allies
Communism A political system where the government controls trade and businesses with the aim of wealth being shared equally
Cuban Missile Crisis The discovery in 1962 that the USSR had placed missiles on Cuba - risking nuclear war
Democracy A system of government where people have the opportunity to choose representatives
Dictatorship A system of government where one person is in charge and cannot be challenged
Domino Theory The American idea that if one country became Communist so would the countries next to it
ICBMs Inter Continental Ballistic Missiles such as those placed on Cuba by the USSR in 1962
Iron Curtain Phrase used by Winston Churchill to describe the political and economic differences between East and West Europe
Korean War A war which began when Communist North Korea attacked South Korea in 1950 and led to America getting involved on the side of the South in order to try to contain the spread of Communism.
Political System The way in which the government of a country is designed to work
Potsdam Conference This was a conference in 1945 between Britain, Russia and the USA to decide what should happen to Germany after the war e.g. Germany would be divided into 4 zones
Space Race This was the rivalry between the USA and the USSR to achieve success in the field of Space first e.g. to put the first man into space
Sputnik First artificial earth satellite put into orbit by the USSR
Superpowers A term used to refer to the USA and the USSR as the most important powers during the Cold War
Vietnam War A War between North and South Vietnam which became an important part of the Cold War because of the USA