



Curriculum Intent

Subject: History
Year 8

| | What? | Crucial Knowledge | Why? | Links to the National Curriculum |
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| Industry and Empire | <p>Industry & Empire</p> <ul style="list-style-type: none"> • British Empire- what is Empire, how did Britain treat its colonies, was the Empire racist? • Industrial Revolution- changes 1750-1900, local study, health and solutions, children and work, protests and law and order. | <ul style="list-style-type: none"> • The British Empire was a collection of countries around the world that Britain ruled over. By 1920, Britain ruled a quarter of the globe • Around 1750, Britain started to move from farming to factory work. This is called the Industrial Revolution. Large cities such as Birmingham and Manchester sprung up. • Due to the overpopulation of industrial cities, the health of the people was very poor and many died young. • Children were seen as cheap labour and often had very dangerous jobs in cotton mills, down coal mines and up chimneys. • There were many protests during the Industrial Revolution about worker's rights such as The Peterloo Massacre and the Luddites. | <ul style="list-style-type: none"> • Cultural Capital- Traces the origins of British culture through the Empire. Questions how our nation was built and how moral the foundations are. • Explores historical links to countries around the world. • Cultural Capital- Explores how Britain became the workshop of the world and questions the cost of such progress and the impact on society. • Links to GCSE Health and the People. • A study over time allows for exploration of second order concepts such as cause and consequence and change and continuity. • Suggested areas of study in National Curriculum. | Ideas, political power, industry & Empire |
| | Challenges in the modern world: | <ul style="list-style-type: none"> • The MAIN causes of WW1 (1914 - 1918) were; Militarism, Alliances, Imperialism, Nationalism. | <ul style="list-style-type: none"> • Foundation to build knowledge on regarding Anglo-German relations and East and West | Challenges for Britain, Europe and |



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| <p>The Great War</p> | <ul style="list-style-type: none"> • Causes of WWI- long term and short term causes, alliance systems and military plans. • The Western Front- trench warfare, Battle of the Somme, conditions in trenches, breaking the stalemate. • The Home Front- propaganda, letters homes, changing roles of women. | <ul style="list-style-type: none"> • Both Britain and Germany dug trenches in France to try and hold onto their land and protect their soldiers. Conditions in trenches were awful. • The Battle of the Somme (1916) is the single most deadly day in British military history. 19,200 British soldiers died on the first day. • In 1917 the USA joined the war. This helped break the stalemate and forced the Germans to surrender in 1918. • Propaganda played an important role in keeping up morale at home and at the front lines | <p>relations at GCSE level for Germany, Cold War and Health and the people topics.</p> <ul style="list-style-type: none"> • Suggested area of study in National Curriculum. • Exploring the significance of the Somme in the wider context of the war. Key GCSE Skill. • Introducing the procedure and skills of analysing propaganda as a source of information and considering it's aim and how convincing it is. | <p>the wider world 1901 – present day.</p> |
| | <p>Challenges in the modern world:</p> <ul style="list-style-type: none"> • A woman's place- women's rights in the 1800s, what suffrage means and why women wanted the vote. | <ul style="list-style-type: none"> • In the 1800s, when a woman got married, she legally lost her existence and became the same person as her husband. • Suffrage means to have the right to vote. Women wanted the vote so that they could change laws to improve their lives. • In 1897, Millicent Fawcett set up the Suffragists in order to win the vote | <ul style="list-style-type: none"> • Suggested areas of study in National Curriculum. • Links to Y7 topics about where our rights come from (Magna Carta, Peasants' Revolt) • Links to modern day movements such as the #metoo campaign | <p>Challenges for Britain, Europe and the wider world 1901 – present day.</p> |



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| <p>Women's Suffrage</p> | <ul style="list-style-type: none"> • The Suffrage Movement- the origins and aims of the Suffragists and Suffragettes, tactics, propaganda, public opinions, government strategies. • WWI- changing role of women in the war, how the war affected the suffrage movement, how women won the vote. | <p>through demonstrations and petitions. In 1903, Emmeline Pankhurst set up the Suffragettes to draw attention to the fight for the vote through violent methods.</p> <ul style="list-style-type: none"> • Suffragettes in prison went on hunger strike because they were treated as petty criminals instead of political prisoners. They were force fed to keep them alive. • During WWI, women worked on farms and in factories to help the war effort. The Government needed to change voting laws because soldiers fighting abroad lost their vote so they decided to extend the right to vote to women who owned property over the age of 30. | <p>and puts them into historical context.</p> <ul style="list-style-type: none"> • Explores the important issue of gender roles and gender equality. • Encourages pupils to think about what type of protests have more impact in bringing about change and why. • Links to previous topic (Great War) and gives the topic breadth by exploring the impact of the event on different groups of people. | |
| <p>Slavery to Civil Rights</p> | <p>A Significant issue in world history:</p> <ul style="list-style-type: none"> • Slavery- Britain's role in the slave trade and what the slave trade was, life on plantations, punishments, runaways and the underground railroad. | <ul style="list-style-type: none"> • Britain started the 'Slave Trade Triangle' which took Africans against their will to work (without pay) in the British colony of America. • Life on Plantations (large farms) was horrific for Africans and punishments were often deadly. This caused many slaves to run away from plantations. • Between 1861 and 1865 the American's fought a Civil War over Slavery. The North won and their | <ul style="list-style-type: none"> • Cultural Capital- Hugely important to understand the roots of the Black Lives Matter movement in the context of African-American history. • Links to previous topic (Empire and Industry) to explore how Britian funded its advancements at the time. • Goes beyond the National Curriculum in order to reveal the true horrors of the Slave Trade | <p>A significant issue in world history & its interconnections to other world developments (USA in the 20th Century)</p> |



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| | <ul style="list-style-type: none"> • Civil War- two sides of the war, aims of the two sides, who won, what it meant for slaves and who was Abraham Lincoln=n. • Civil Rights- segregation, Jim Crow Laws, lynchings, KKK, Little Rock, Martin Luther King, Black Power. | <p>leader (Abraham Lincoln) banned Slavery in America.</p> <ul style="list-style-type: none"> • Black Americans still faced racism and segregation which sometimes resulted in lynchings. • By the 1950s and 60s Black Americans had began to protest for their civil rights using a combination of peaceful and violent methods. They were led by Martin Luther King Jr and Malcolm X. | <p>and encourage pupils to discuss why people felt so strongly on both sides.</p> <ul style="list-style-type: none"> • Goes beyond the National Curriculum in order to explore modern day attitudes around race in America and the wider world and how we can improve these. | |
| <p>World War Two & The Holocaust</p> | <p>Challenges in the modern world:</p> <ul style="list-style-type: none"> • Causes of WWII- Hitler's aims in foreign policy, appeasement, Nazi-Soviet Pact, invasion of Poland. • The Home Front- evacuation, the Blitz, Home Guard, roles of women, rationing. | <ul style="list-style-type: none"> • The Second World War started in 1939 when Germany invaded Poland. • At first, the German army conquered many countries such as France, Denmark, Poland and Norway. • Bombing of British cities led to the evacuation of around 1 million children to the countryside. However, the German air force was defeated by the RAF in the Battle of Britain. • Rationing was a large part of life in Britain during the Second World War. Food, clothes and other goods such as petrol were limited and people had to 'make do and mend'. | <ul style="list-style-type: none"> • Links to GCSE Germany and Cold War topics • Suggested area of study in National Curriculum. • Explores the impact of war on society and how it has physically and socially shaped Britain to this day. • Cultural Capital in exploring how British Values were formed out of this event. | <p>Challenges for Britain, Europe and the wider world 1901 – present day.</p> |



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| | <ul style="list-style-type: none"> • Jewish/ Asocial History- who was targeted in the Holocaust and why, how have these groups been treated historically. <p>The Holocaust- the boycott of Jewish shops, the Nuremburg Laws, Kristallnacht, Ghettos and concentration camps. How to commemorate the Holocaust.</p> | <ul style="list-style-type: none"> • Historically, the Jewish people have been persecuted and mistrusted as outsiders. • Hitler used existing mistrust of the Jews to blame them for Germany's problems. • After Hitler came to power in 1933, prejudice against the Jews turned into legal, physical persecution. • The Nazis had many ways of persecuting the Jews such as ghettos, death squads and concentration camps. <p>As World War Two drew to a close the full horrors of the Holocaust were revealed. It was discovered that at least 6 million Jews had been murdered by the Nazis.</p> | <ul style="list-style-type: none"> • A hugely important topic that all pupils should be aware of so that prejudice in any form is rightly seen as dangerous and devious • Compulsory area of study in National Curriculum. • Setting the context of this event in the wider history of Jewish persecution. <p>Examine how an event on this magnitude could happen. Teaches pupils to be aware of these tactics and guard against them in modern day.</p> | |
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