Year Group 8

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| Number of Hours | Half term | Topic |
| 3 | 1 | Industrial Revolution – inventors and inventions |
| 2 | 1 | Impact of IR on living conditions |
| 1 | 2 | Link between IR and the British Empire |
| 5 | 2 | Human and civil rights – Slavery (with a link back to IR and British Empire) |
| 5 | 2 | Civil Rights Movement in America – comparison to suffrage movements in England |
| 12 | 3 | Suffrage movements in the 19th Century – Chartists, Suffrage movement, a connection between this and CRM in America |
| 10 | 4 | 1919-1961 – pivotal moments in European history |
| 7 | 5 | Holocaust |
| \*all timings are approx. Teaching staff are given detailed SOL with breakdown objectives and overarching objectives. As long as these are adhered to then the number of hours given to topics can be interpreted. | | \*all timings do not include feedback lessons or key assessment lessons. All planned to be flexible for split classes. Very few teaching staff have sole teaching responsibility of a KS3 group. |
| Reasons behind order of topics | | |
| * Main theme of Y8 is the development of human/civil/political rights * Industrial Revolution is studied because it provides the context for the following topics. Industrial Revolution feeds into the living conditions/British Empire/slavery/suffrage movements * Inventors and inventions are covered to add depth of knowledge about Industrial Revolution. However the main focus is always the developing social and political impact the revolution had * The British Empire is studied in a revisionist sense where the pupils are given the chance to see the impact of the Empire on the colonies it controlled. The rights of those colonised are considered in line with the overall theme of the year * Slavery is studied at this point due to its connection to the previous topics of the impact of industrial development/colonial relationships. The study of civil rights in America is studied at this point as a natural extension to the topic of slavery. This does mean the chronological development of pupils is not prioritised at this point as the following topics revert back to 19th century British politics. However, the overall theme is to analyse the development of human/civil/political rights and this has more resonance if it follows the topics on slavery * Links between the Industrial Revolution and a rise in working class consciousness are analysed through British political movements i.e. chartists and female suffrage. A connection between their political aims and the IR is considered. In addition some comparison to the American Civil Rights Movement can be made. * 1919-1961 covers the Versailles treaty to the building of the Berlin Wall. It is not an effort in studying 20th century military history but is more an attempt to analyse pivotal moments of the time period to make sense of the aftermath of WW2 (this understanding will help topics at KS4). The topics do not fit the theme of the development of human/civil/political rights. Instead the topics are a new addition to the SOL due to pupil voice and a want to study these momentous events * A topic centered around ‘Why we remember the Holocaust’ is studied at the end of Y8 for several reasons; principally to allow for more maturity; secondly to help pupils extend their study of the inhumane treatment and denial of rights in modern years (the pupils have already studied British colonialism, slavery, denial of political rights and therefore have matured in their understanding of mass human tragedy and injustice by this point)   Additional rationale:  Y8 start with the Industrial Revolution and study the impact of inventions/economic change on society. They look at working and living conditions. This topic is a necessary starting point to begin by looking at the relationship between industry and Empire/enslavement. The overall theme here is the relationship between those who benefitted and those who did not. Reasons for the expansion of the British Empire are studied and connections stressed between those reasons and industrial development. Likewise, the connections between enslavement and Empire/industry are the next focus. The following topics in Y8 study how the industrial revolution led to huge divergence in terms of experience of the “haves” and “have nots”. Y8 move on to look at how people in England campaigned for greater political rights in the shadow of the Industrial Revolution and how those in the Empire and those enslaved fought for greater rights. Y8 focus on Chartism and the many Womens’ Suffrage movement. They also focus on civil rights movements in the USA and the lives of those descended from enslaved people in Britain. The final topic in Y8 is modern conflict. Pupils continue the theme of ruler and ruled and study WW1/WW2/the Holocaust. Here the focus is on themes of power i.e. Nationalism/totalitarianism/ideological movements used to oppress others and how these were fought against.  The overarching theme of powerful versus powerless continues from Y7 but moves on chronologically. The Y8 sequence of learning sets out with the industrial revolution and the inventions and progress it led to. The scheme then moves on to study those who did not benefit from this industrialisation i.e. those oppressed in factories/cotton fields/colonies of the Empire. The theme progress across these topics is the idea of how people from different background fights against oppression (campaigning or through violence). This theme is progressed by studying 20th century conflict from the point of view of fighting against nationalism and totalitarianism. At the end point of Y8 pupils have 2 years where they have analysed this relationship between those who had power and those who had none. They should have a sense of how long it took and how much of a struggle it was to try to rebalance that power dynamic (the end of the course will suggest whether that power dynamic is still out of balance). Pupils may struggle to connect all of these topics beyond a chronological sense but staff will stress the similarities in terms of this power/powerless theme. This theme is picked up again in Y9 in terms of progress/regress/power/powerless through the medicine through time unit. | | |