

Year: 8

Subject: History

Autumn Term		
<p>Overarching Topic: Did the 2012 Olympic opening ceremony tell the full story of the Industrial Revolution? Should Britain be proud of its empire?</p>		
What has come before and what comes later:	<p>In Year 7, students study changes to society, state and church from 1066-1640. They encounter major concepts such as causation, consequence, significance, similarity and difference. The study of the Roman Empire allows students to enter Year 8 with an understanding of what an empire is. Also, students explore the initial development of the British Empire with the colonisation of Jamestown, near Virginia.</p> <p>The Year 8 curriculum encourages students to explore these concepts further from 1750-1900. The context of the industrial era is revisited in Year 10 through the study of medicine from 1250-modern day. A secure understanding of living conditions and working conditions enables students to understand how and why the government intervened with public health. In addition, the concepts that underpin the study of the Aborigines in Year 8 lay the foundations for the study of the Native Americans in Year 10/11.</p> <p>The Year 9 curriculum, which focuses on Britain and the wider world from 1917, explores the decolonisation of the British empire.</p>	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<p>Did the 2012 Olympic opening ceremony tell the full story of the Industrial Revolution?</p> <ul style="list-style-type: none"> What was life like in 1750 Britain? How did life change in Britain between 1750 and 1900? What made Richard Arkwright so successful? What made Josiah Wedgwood successful? How did philanthropic individuals, like Robert Owen, improve factory conditions? <p>Should Britain be proud of its empire?</p> <ul style="list-style-type: none"> How did a tiny island control 1/4 of the world? 	<ul style="list-style-type: none"> How did society in Britain develop from 1750-1900? How important were individuals, like Robert Owen, for improving conditions for workers during the Industrial Revolution? Why was Stoke-On-Trent an important location during the Industrial Revolution? To what extent was the development of empire associated with the Industrial Revolution? How far did Britain bring misery to her colonies?

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	<ul style="list-style-type: none">• What was the impact of the British Empire on Britain and its colonies?• Was maintaining control of the colonies easy: The American Revolution?• Indian Mutiny...or a war of independence?• Why was India the 'jewel in the crown'?• Why did Australia become a transportation nation?• Why was there conflict between white settlers and Aboriginal Australians?• Why did Britain join the scramble for Africa?	
	Skill/Technique	How students will develop and demonstrate this
Key skills	Using direct evidence from a historical source	<ul style="list-style-type: none">• In the analysis of historical evidence, they will make good use of quotations and other direct references to the text that develop precise points with detailed explanation.
	Making inferences from historical sources	<ul style="list-style-type: none">• In the analysis of historical sources, they will make good use of quotations and other direct references to the text to support inferences.
	Evaluating and drawing a conclusion from a wide range of historical data	<ul style="list-style-type: none">• In the evaluation of historical data, they will make judgements on the importance and significance of causation and consequence.