

## YEAR 8 – Making of the United Kingdom

### The Industrial Revolution; Empire & the First World War: Learning Sequence 2020 - 21

3 lessons per fortnight of 60 mins

HOMEWORK set once per fortnight\*

Cycle	Lesson	Enquiry	Objectives	Notes/Homework
1: 6 <sup>th</sup> September	1) Introduction Lesson – Set expectations / hand out exercise books / Set out the chronology of the year, and why we are learning certain topics – What mattered most to King Henry VIII?	Introduction to History/What can the Westminster Tournament Roll tell us about early Tudor England?		
	2) For those who saw it, what was the roll (1511) meant to emphasise about the king and queen?	What can the Westminster Tournament Roll tell us about early Tudor England?		
	3) What else can the Westminster Tournament Roll tell us about who lived in early Tudor England?	What can the Westminster Tournament Roll tell us about early Tudor England?		Quiz on the prior 3 lessons – Writing practice about Historical conclusions.

2: 20 <sup>th</sup> September	4) What can the Westminster Tournament Roll tell us about early Tudor England? — WRITING LESSON	What can the Westminster Tournament Roll tell us about early Tudor England?		Removed and replaced as buffer
	5) Why was the Roman Catholic Church criticised in the early 16 <sup>th</sup> century?	What was the impact of the Protestant Reformation on England?		
	6) How did Henry VIII's 'break with Rome' change religion in England?	What was the impact of the Protestant Reformation on England?		
3: 4 <sup>th</sup> October	7) Why was the English Reformation seen as 'turbulent' throughout the 16 <sup>th</sup> century?	What was the impact of the Protestant Reformation on England?		
	8) How vulnerable was Elizabeth I as queen (1558-1563)?	How far was Elizabeth I's reign a "Golden Age" of the Tudor era?		
	9) How successfully did Elizabeth I solve religious instability in England?	How far was Elizabeth I's reign a "Golden Age" of the Tudor era?		
4: 18 <sup>th</sup> October	10) How successfully did Elizabeth I help the poor in Elizabethan England?	How far was Elizabeth I's reign a "Golden Age" of the Tudor era?		
	11) How far was Elizabeth I's reign a "Golden Age" of the Tudor era?	How far was Elizabeth I's reign a "Golden Age" of the Tudor era?		
	12) BUFFER LESSON			<b>ASSESSMENT</b>

**HALF TERM**

5: 8 <sup>th</sup> November	13) What did the wider world have to offer Elizabethan England?	Why did Elizabeth I connect England with more people and places?		
	14) Why did Elizabeth I need to establish connections with more people and places?	Why did Elizabeth I connect England with more people and places?		
	15) Why did Britain become so powerful in the seventeenth and eighteenth centuries?	Why did Elizabeth I connect England with more people and places?		
6: 22 <sup>nd</sup> November	16) Why did England's desire to connect with new people and places lead to war?	Why did Elizabeth I connect England with more people and places?		
	17) Where were England's strongest connections by the end of Elizabeth I's reign?	Why did Elizabeth I connect England with more people and places?		
	18) Why did Elizabeth I connect England with more people and places? (WRITING LESSON)	Why did Elizabeth I connect England with more people and places?		
7: 6 <sup>th</sup> December	19) Why 30 January 1649 a momentous day in English history?	What was the impact of the Civil War in England?		
	20) Why did the English start fighting each other in 1642?	What was the impact of the Civil War in England?		

	21) BUFFER LESSON	N/A		
<b>CHRISTMAS HOLIDAYS</b>				
8: 4 <sup>th</sup> January	22) Why has there been a public debate about the existence of Oliver Cromwell's statue?	What was the impact of the Civil War in England?		
	23) Why was the Monarchy restored in 1660?	What was the impact of the Civil War in England?		
	24) Why did England experience a 'Glorious Revolution' in 1688/89?	How did Britain change in the seventeenth and eighteenth centuries?		
	25) Why was the United Kingdom created in 1707?	How did Britain change in the seventeenth and eighteenth centuries?		
9: 17 <sup>th</sup> January	26) Why did Britain become so powerful in the seventeenth and eighteenth centuries?	How did Britain change in the seventeenth and eighteenth centuries?		
	27) What were the early origins of the Industrial Revolution?	How did the living conditions of towns and cities improve during the Industrial era?		
	<b>28)</b> How did factories lead to the creation of towns and cities?	How did the living conditions of towns and cities improve during the Industrial era?		
10: 31 <sup>st</sup> January	29) What were the working conditions of factories?	How did the living conditions of towns and cities improve during the Industrial era?		
	30) BUFFER LESSON			
	31) BUFFER LESSON			
<b>HALF TERM</b>				

11: 21 <sup>st</sup> February	32) What is slavery? / Africa before slavery	Why was the trade of enslaved Africans abolished in the nineteenth century?		
	33) What was Africa like before European involvement?	Why was the trade of enslaved Africans abolished in the nineteenth century?		
	34) Early origins / Triangular Trade	Why was the trade of enslaved Africans abolished in the nineteenth century?		
12: 7 <sup>th</sup> March	35) Life on the plantations	Why was the trade of enslaved Africans abolished in the nineteenth century?		
	36) Resistance	Why was the trade of enslaved Africans abolished in the nineteenth century?		
	37) Abolition	Why was the trade of enslaved Africans abolished in the nineteenth century?		
13: 21 <sup>st</sup> March	38) Abolition pt.2	Why was the trade of enslaved Africans abolished in the nineteenth century?		
	Why was the trade of enslaved Africans abolished in the nineteenth century? (WRITING LESSON)	Why was the trade of enslaved Africans abolished in the nineteenth century?		
	40) <b>ASSESSMENT</b>			<b>ASSESSMENT – Will either take place before Easter or after.</b>

**EASTER HOLIDAYS**

14: 20 <sup>th</sup> April	41) Power of the poor in the early nineteenth century.	Why did the working poor become more powerful in the nineteenth century?		
	42) The Peterloo Massacre	Why did the working poor become more powerful in the nineteenth century?		
	43) The Great Reform Act, 1832	Why did the working poor become more powerful in the nineteenth century?		
15: 3 <sup>rd</sup> May	44) Impact of the Great Reform Act	Why did the working poor become more powerful in the nineteenth century?		
	45) Consolidation – Writing practice	Why did the working poor become more powerful in the nineteenth century?		
	46) Why were towns and cities so filthy in the nineteenth century?	How did the living conditions of towns and cities improve during the Industrial era?		
16: 16 <sup>th</sup> May	47) Why did public health significantly improve in the nineteenth century?	How did the living conditions of towns and cities improve during the Industrial era?		
	48) Why was a police force set up in nineteenth century Britain?	How did the living conditions of towns and cities improve during the Industrial era?		
	49) BUFFER LESSON			

**HALF TERM**

17: 6 <sup>th</sup> June	50) Why did women not have the right to vote by 1900?	Why did women win the right to vote in 1918?		
	51) How did women campaign for the right to vote?	Why did women win the right to vote in 1918?		
	52) How effective were women's campaigns for the vote?	Why did women win the right to vote in 1918?		
18: 20 <sup>th</sup> June	53) What other tactics did the Suffragettes use?	Why did women win the right to vote in 1918?		
	54) Why did World War One help women to get the vote?	Why did women win the right to vote in 1918?		
	55) Consolidation & writing practice	Why did women win the right to vote in 1918?		
19: 4 <sup>th</sup> July	56) Why were so many countries involved in the First World War?	Why was the 'Great War' a 'World War'?		
	57) Was the First World War the same for everyone?	Why was the 'Great War' a 'World War'?		
	58) What can propaganda tell us about why British men went to war?	How can we find out what it was like to fight in the First World War?		
20: 18 <sup>th</sup> July	59) Did soldiers get what they expected in the trenches?	How can we find out what it was like to fight in the First World War?		
	60) Why is it important to know where sources come from? (SOURCE WRITING PRACTICE)	How can we find out what it was like to fight in the First World War?		

	61) How useful is Captain Stewart's diary for historians?	How can we find out what it was like to fight in the First World War War?		
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### Intent, Implement, Impact

**INTENT:** Prior to Year 8, the pupils will have learnt about the story of Britain from the medieval period right up to the Renaissance. Therefore, it is important to continue the narrative about the making of the United Kingdom from the beginning of the 16<sup>th</sup> century. Our first historical enquiry focuses on the priorities of Henry VIII. We will studying one source (The Westminster Tournament Roll of 1511) and making inferences based on evidence. As a consequence, students will be able to engage in a key historical skill from the very outset.

Following this, we will be looking at the changes of power in England, and Britain from the Elizabethan period through to the Industrial Period. Students will be able to understand the process by which, the power of the monarch was gradually eroded and replaced with democracy. This will also involve understanding the importance of democracy in creating more change in the country, with regards to crime, safety and public health.

Students will also undertake an enquiry about the enslavement of Africans from the 17<sup>th</sup>-19<sup>th</sup> centuries. They will look at historical sources and gather evidence on why the slave trade took place, how enslaved Africans resisted, and why the trade was eventually abolished altogether. Students will also be able to strengthen their paragraph writing and answer GCSE style questions on why the trade of enslaved people was abolished in 1807.

In the Summer term, students will look at how and why women fought for the right to vote. They will also look at the different campaigns in the Women's Suffrage movement, before finishing the year with two enquiries on the First World War.

**IMPLEMENT:** Students will be presented with a range of sources on these topics and use terms such as content (use of evidence & inference) and provenance (reliability & typicality) in order to evaluate the usefulness of sources. Students will also be asked to complete a GCSE style answer on How far Elizabeth I's reign was a "Golden Age" of the Tudor era?. Following the spring term, students will also be expected to complete an additional assessment on why the trade of enslaved people was abolished in 1807. These assessments will test core assessment objectives such as:

- Knowledge & understanding (AO1)
- Cause & consequence; similarity & difference; change & continuity (AO2)
- Source analysis (AO3)

Additionally, students will be given a piece of writing homework once a fortnight, along with a google quiz. This will enable them to strengthen their knowledge, and improve their ability to write clearly and fluidly. This year will be about getting students to understand the importance of self-organisation, which will prepare them for GCSE content and work.

Work can then be marked and handed back by the teacher. The teacher will also ask students to complete any corrections to work and homework in green pen so that the teacher will know if students are able to self-assess their own work and make the necessary improvements.

**IMPACT:** The students will be expected to engage with learning both in school and at home. At the end of each historical enquiry, students will be expected to complete a piece of writing based on the content of their previous lessons. The homework that they will be set once a fortnight will be enable them to strengthen their knowledge, and improve their ability to write clearly and fluidly. this year will be about getting students to understand the importance of self-organisation, which will prepare them for GCSE content and work.