

YEAR 9 – Industrial Britain/Entering the Modern World:

Learning Sequence 2020 - 21

3 lessons per fortnight of 60 mins

HOMEWORK set once per fortnight*

Cycle	Lesson	Enquiry	Objectives	Notes/Homework
1: 6 th September	1) Introduction Lesson – Set expectations / hand out exercise books / Set out the chronology of the year, and why we are learning certain topics.	Introduction/How did Britain change in the seventeenth and eighteenth centuries? /How did power change between the seventeenth & eighteenth centuries?	N/A	
	2) Who had power in the seventeenth & eighteenth centuries?	How did Britain change in the seventeenth and eighteenth centuries?	<ul style="list-style-type: none"> To explain who had power in the seventeenth and eighteenth centuries. 	
	3) What was Britain like before 1750?	How did Britain change in the seventeenth and eighteenth centuries?	<ul style="list-style-type: none"> To explain why Britain how a majority of British people lived before 1750. To explain why living conditions for many were so bad. To explain why the poorest lacked political power. 	

2: 20 th September	4) What were the early origins of the Industrial Revolution?	What was the impact of the Industrial Revolution on Britain?	<ul style="list-style-type: none"> To explain how products were made in Britain before the mid-1700s. To explain how and why machines changed the way goods were made in Britain. 	
	5) How did factories lead to the creation of towns and cities?	What was the impact of the Industrial Revolution on Britain?	<ul style="list-style-type: none"> To explain how factories caused the population of towns to increase. To evaluate the impact of steam power on factories and towns. 	
	6) What were the working conditions of factories and mines?	What was the impact of the Industrial Revolution on Britain?	<ul style="list-style-type: none"> To describe the conditions of factory and mine workers in the Industrial era. To explain how factory workers were powerless to change these conditions. 	
3: 4 th October	7) What were the conditions of the working classes in Industrial Britain?	Why did the working poor become more powerful in the nineteenth century?	<ul style="list-style-type: none"> To explain why the poor was so powerless in the 19th century. To evaluate what could be done to 	

			increase the power of the poor.	
	8) What can the Peterloo Massacre tell us about the power of the poor in 19 th century Britain?	Why did the working poor become more powerful in the nineteenth century?	<ul style="list-style-type: none"> To explain what the Peterloo Massacre of 1819 proves about the power of the poor. To analyse sources on the Peterloo massacre and assess their utility. 	
	9) Why was the Great Reform Act passed in 1832?	Why did the working poor become more powerful in the nineteenth century?	<ul style="list-style-type: none"> To explain why the Great Reform Act was passed in 1832. 	
4: 18 th October	10) What was the impact of the Great Reform Act?	Why did the working poor become more powerful in the nineteenth century?	<ul style="list-style-type: none"> To explain what impact the Reform Acts had on Britain. To evaluate whether became more democratic or remained undemocratic. 	
	11) Consolidation – Writing practice	Why did the working poor become more powerful in the nineteenth century?		
	12) Consolidation – Writing practice	Why did the working poor become more powerful in the nineteenth century?		
HALF TERM				
5: 8 th November	13) ASSESSMENT LESSON			ASSESSMENT

	14) What is slavery? / Africa before slavery	Why was the trade of enslaved Africans abolished in the nineteenth century?		
	15) Early origins / Triangular Trade	Why was the trade of enslaved Africans abolished in the nineteenth century?		
6: 22 nd November	16) Life on the plantations	Why was the trade of enslaved Africans abolished in the nineteenth century?		
	17) Resistance	Why was the trade of enslaved Africans abolished in the nineteenth century?		
	18) Abolition	Why was the trade of enslaved Africans abolished in the nineteenth century?		
7: 6 th December	19) Abolition pt.2	Why was the trade of enslaved Africans abolished in the nineteenth century?		
	20) Arrange a lesson for Assessment feedback			
	21) BUFFER LESSON			
CHRISTMAS HOLIDAYS				
8: 4 th January	22) How did Adolf Hitler make another world war more likely?	Was Adolf Hitler responsible for the outbreak of another world war?		
	23) Were other nations responsible for Hitler's aggression?	Was Adolf Hitler responsible for the outbreak of another world war?		

	24) Why did war break out in September 1939?	Was Adolf Hitler responsible for the outbreak of another world war?		
9: 17 th January	25) How and why have historians debated the causes of the Second World War?	Was Adolf Hitler responsible for the outbreak of another world war?		
	26) Was Hitler really responsible for the outbreak of the Second World War? (WRITING PRACTICE)	Was Adolf Hitler responsible for the outbreak of another world war?		
	27) What were the turning points of the Second World War?	MINI-ENQUIRY: What were the turning points of the Second World War?		
10: 31 st January	28) ASSESSMENT – Who was responsible for the outbreak of the Second World War?	Was Adolf Hitler responsible for the outbreak of another world war?		ASSESSMENT – Question could be asking students to analyse two interpretations about the causes of the Second World War, and for them to write two paragraphs saying which they think is more accurate.
	29) BUFFER LESSON			
	30) ASSESSMENT FEEDBACK			
HALF TERM				
11: 21 st February	31) Is antisemitism a modern racist belief?	Why is it important for us to learn about the Holocaust?		
	32) What was life like for Jews before 1933?	Why is it important for us to learn about the Holocaust?		

	33) How were German Jews treated by the Nazis between 1933 & 1938?	Why is it important for us to learn about the Holocaust?		
12: 7 th March	34) How did people respond to the persecution of German Jews between 1933 & 1938?	Why is it important for us to learn about the Holocaust?		
	35) How did the lives of European Jews change after 1938?	Why is it important for us to learn about the Holocaust?		
	36) How did the persecution of European Jews turn into 'genocide'?	Why is it important for us to learn about the Holocaust?		
13: 21 st March	37) Why was it so difficult to fight back against the Holocaust?	Why is it important for us to learn about the Holocaust?		
	38) BUFFER LESSON			
	39) BUFFER LESSON			
EASTER HOLIDAYS				
14: 20 th April	40) Why have people migrated to Britain in the past?	Why did the British government eventually stand up for the rights of immigrants?		
	41) Why did people from across the world migrate to Britain after World War Two?	Why did the British government eventually stand up for the rights of immigrants?		
	42) Was moving to Britain a positive experience for migrants?	Why did the British government eventually stand up for the rights of immigrants?		

15: 3 rd May	43) Why did migrants 'boycott' the Bristol bus company in 1963?	Why did the British government eventually stand up for the rights of immigrants?		
	44) What was the wider significance of the Bristol Bus Boycott?	Why did the British government eventually stand up for the rights of immigrants?		
	45) Why did the British government eventually stand up for the rights of immigrants? (WRITING LESSON)	Why did the British government eventually stand up for the rights of immigrants?		
16: 16 th May	46) BUFFER LESSON			
	47) BUFFER LESSON			
	48) BUFFER LESSON			
HALF TERM				
17: 6 th June	49) Why did black Americans fail to get the equality they were promised after 1865?	How far had Martin Luther King's dreams been achieved by 1968?		
	50) How far was the 1950s a decade of significant progress for the CRM?	How far had Martin Luther King's dreams been achieved by 1968?		
	51) Why was 'direct action' a significant step for CRM?	How far had Martin Luther King's dreams been achieved by 1968?		
18: 20 th June	52) Did the 1960s continue to bring success for the CRM?	How far had Martin Luther King's dreams been achieved by 1968?		
	53) How had the Civil Rights Movement become divided by 1968?	How far had Martin Luther King's dreams been achieved by 1968?		

	54) How far had Martin Luther King's dreams been achieved by 1968?	How far had Martin Luther King's dreams been achieved by 1968?		
19: 4 th July	55) How far had Martin Luther King's dreams been achieved by 1968? (WRITING LESSON)	How far had Martin Luther King's dreams been achieved by 1968?		
	56)	Short enquiry on the '68 protests in USA?		
	57)	Short enquiry on the '68 protests in USA?		
20: 18 th July	BUFFER LESSON	Short enquiry on the '68 protests in USA?		
	BUFFER LESSON			
	BUFFER LESSON			

Intent, Implement, Impact

INTENT: To provide students with an oversight of the Industrial Revolution on Britain. Prior to year 9, pupils would have learnt about the Reformation and the English Civil War, therefore, it's important to provide them with two hinge lessons that cover the major events in the seventeenth and eighteenth centuries before the beginning of Industrialisation. Students will be able to explain how England changed during the Industrial Revolution, and what its wider impact was on the power of the working poor in the nineteenth century. After this, students will learn about the rise of the slave trade, the system of slavery, and its impact on Britain. Students will also be able to

strengthen their paragraph writing and answer GCSE style questions on the impact of the Industrial Revolution and Slavery. Students will also be able to analyse sources and judge their utility.

In the spring term, the students will assess who was responsible for causing World War Two and will be analysing historical interpretations. Following this, they will then complete a compulsory enquiry on the Holocaust. This will cover key themes such as antisemitism, Jewish life in Germany and wider Europe before and after 1933, and they will be able to explain why more could have been done to prevent the Holocaust.

In the summer term, we will then turn our attention to the Britain after World War Two, with a specific focus on the 'Windrush Generation' and the push for civil rights in Britain, and how many rights were guaranteed and protected following years of protest. The focus will then turn to the USA and we will observe how civil rights were also achieved, but we will also assess whether or not Martin Luther King's dreams had been realised.

IMPLEMENTATION: 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 why the poor became more powerful in the nineteenth century. Following the spring term, students will also be expected to analyse historical interpretations about the Second World War, and be able to reach a judgement about which interpretation they agree with most.

The students will be asked to complete two assessments that will test core assessment objectives such as:

- Knowledge & understanding (AO1)

- Cause & consequence; similarity & difference; change & continuity (A02)
- Source analysis (AO3)
- Interpretations analysis (AO4)

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: Students will be presented with a variety of class-based activities, which will mainly be completed in exercise books. The focus of the assessment will be to answer short answer questions on the Industrial Revolution, analyse a source on slavery, and write a GCSE style answer on why the poor became more powerful in the nineteenth century. The second assessment will focus on the main causes of the Second World War and will require for them to argue in favour of one historical interpretation over another. By the end of the year, we expect students to have the required skills needed to take a History GCSE. This will also involve students improving their standard of homework, which will aim 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.