



History Scheme of Learning

Year 8 – Term 4-6/ Module – British History 1745-1901: Revolutions and the Development of Ideas and The British Empire

1509-1950

Intent – Rationale

This unit is designed to show how the changes that took place between 1745-1901 shaped the lives of the people of Britain and the way that they thought and to look at the rise and fall of the British Empire. It will examine change and continuity by examining key events, ideas, concepts and individuals. The most significant changes from the 19th Century are examined by evaluating the causes and consequences and source material from key events, ideas, concepts and individuals to show how each development changed Britain and the world – sometimes for the better and other times for the worse. The concept of Empire will be explored and the impact that the British Empire had on the world. Students will gain an understanding of how these issues are connected and what impact that they had on the nation and everyday people with the aim to promote interest and curiosity across a range of political, economic and social perspectives.

| Sequencing – what prior learning does this topic build upon? | Sequencing – what subsequent learning does this topic feed into? |
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| <p>In Year 7 students will have studied the Roman Empire In Year 8 students have studied Britain 1501-1745</p> | <ul style="list-style-type: none"> In Year 9 students will study Slavery and the development African American Civil Rights in the nineteenth and twentieth century and the key events and conflicts in the twentieth century. In Years 10 and 11 GCSE History students will study The People’s Health in Britain and Explorers in the Elizabeth 1580-1601 units |
| What are the links with other subjects in the curriculum? | What are the links to SMSC, British Values and Careers? |
| <ul style="list-style-type: none"> English – The 19th century and links with literature EP – Darwinism – the theory of evolution PSHE – government and Democracy, morality, rights and responsibilities Science – Darwinism – the theory of evolution Geography – Victorian Sleaford, the French Revolution, development of towns and cities, location of countries which were part of the British Empire, knowledge of the Commonwealth French - French words linked to the French Revolution | <ul style="list-style-type: none"> SMSC – SP2, SP3, M1, M2, M3, SO1, SO3, C1, C2, C3, C4 BV - 1,2,3,4 and 5 GB - a,b,c,d,e,f,g,h,i |
| What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading? | What are the opportunities for developing mathematical skills? |
| <ul style="list-style-type: none"> There are a variety of different written tasks to develop different literacy skills including essay writing, source analysis, decision making and making judgments. <p>FROM THE LIBRARY <i>Barmy British Empire- 900</i> <i>Darwin for Beginners- 575</i> <i>Queen Victoria and her Amusements-900</i> <i>Queen Victoria; Lucy Worsley-941</i> <i>Britain;1750-1900-942.07</i> <i>British Economic and Social History-942.07</i></p> | <ul style="list-style-type: none"> Using statistics as part of source material Living Graphs Venn Diagrams |



Industrial Revolution 1760-1830- 942.07
Stories of Woman in the Industrial revolution- Biographies
BBC History Magazine
Revolutions; 1789-1830- 942.07

History Scheme of Learning

Year 8 – Term 4-6

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

- The political, economic and social developments 1745-1901
- The causes and consequences of the French Revolution
- The reasons for the growth of the British Empire
- The impact of the British Empire
- How the lives of everyday people changed
- Case studies

• Apply

- Knowledge of the political, economic and social developments that changed the lives of people in Britain
- Knowledge of the development of the lives of women
- Knowledge of the development of the British Empire to the impact that it had on the world
- The key developments to the Case Studies – Local History

• Extend

- Evaluate the impact of the political, economic and social developments on the lives of different groups of people in society
- Evaluate the impact of developments locally, nationally and internationally



- Evaluate the impact of the British Empire particularly in terms of growth and decline

| What subject specific language will be used and developed in this topic? | What opportunities are available for assessing the progress of students? |
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| <ul style="list-style-type: none"> • Act – a law passed by Parliament • Apprentice – a young person who is learning a trade • Ballot – a vote in an election made in secret and put into a ‘ballot box’ • Bill – the name given an Act before it is passed by Parliament • Capitalist – an economic system based on individuals making profits • Census – an official count of the population, carried out every ten years. It includes details of every member of household, e.g. name, age, occupation. • Chartist – someone who wanted working-class people to have the right to vote for MPs • Cholera – a deadly disease of the bowels caught from germs in drinking water • Civilisation – a people or nation with a highly organised system of social development • Class – a group of people who share the same economic and social background • Colonists – the people living in a colony • Colony – an area of land controlled and inhabited by people from another country • Commonwealth – an association made up of the UK and states that were previously part of the British Empire • Constituency – an area / place that elects a single MP • Darwinism – belief in the theory of evolution • Democracy – a system of government where the whole population has the right to vote for government representatives from several political parties • Election – choosing a leader by voting • Empire – a collection of colonies all ruled by one ‘mother country’ • Enclosure – the process of dividing up open or common land, farmed in strips into small enclosed fields owned by individuals • Epidemic – an outbreak of disease that spreads very quickly • Evolution – change that happens over a long period of time • Independence – when a country becomes self-governing • Indians – another name for Native Americans • Industrial Revolution – the time of great change in Britain when people began to make things by machine in factories (c.1780-1830) • Industrialist – a factory owner or other business person | <ul style="list-style-type: none"> • Skills – evaluation and analysis of historical sources and interpretations • Written assessment: To what extent did the period 1745-1901 revolutionise the lives of women? • Assessment week |



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| <ul style="list-style-type: none"> • Laissez-faire – the belief that governments should leave people to look after themselves • Migration – movement of people from one place to another • Mill – a factory • Overseer – a person in charge of a group of workers • Patriotic – having a strong loyalty to one’s country • Poverty – being poor • Privy – nineteenth century word for a toilet, usually outside • Property qualification – MPs and voters had a own a certain amount of land in order to vote • Public Health – measures taken by the government to give people a clean water supply, sewerage, healthy food etc. • Reform – to change something and make it better • Revolt – a violent attempt by a group of people who rule them • Rotten borough – a borough (town) which had the right to elect an MP to parliament, but which by 1832 had very few or no voters • Sanitation – providing sewers • Slum – a area of poor housing • Trade Unions – unions of workers, set up to get better conditions and wages for their members • Turnpike Trust – a group of business people who invested money to build roads called turnpikes. They built gates on the roads where travellers who to pay a toll in order to use the road. • Universal suffrage – the idea where all men (and women) can vote | |
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Intent – Concepts

| Lesson title | Learning challenge | Higher level challenge | Suggested activities and resources |
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| What is the Big Story of change 1745-1901? | To develop an overview of and explain the key changes between 1745-1901. | To evaluate and able to justify which are the biggest change took place in | Look at the changes in housing, work, education, health and leisure and tourism. Looking at 1745, 1850 and 1900 Question Engels and his Marxist predictions Making Sense of History 1745-1901 pp.112-117 Revolution, Industry and Empire (RIE) pp.142-143 https://www.youtube.com/watch?v=xLhNP0qp38Q – Overview of the IR https://www.youtube.com/watch?v=x9BdVHCuNPs – Andrew Marr the IR Judge a book by its cover analysis – Scholarship Judging a book by its cover.pptx HW - In preparation for next lesson students could be given specific people connected with the agricultural revolution Tull, Townsend etc |
| How revolutionary were the changes on farming? | To develop an understanding of the changes to agriculture and the impact this had on people’s lives | To analyse to what extent there was a revolution in agriculture | Show students a picture of a large pig. Discuss why and how Challenge: Case study of Thomas Coke Compare a village 1760 to 1850 What changes have taken place? Why? Create living graph of life in the countryside between 1750-1870. Use Making Sense of History 1745-1901 pp.120-121 |



| | | | <p>Other resources. Think History 3 pp.6-19 Peace to War pp.26-29</p> <p>HW - Students could research other aspects of the agricultural revolution</p> | | | | | | |
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| Why was Quarry Bank Mill so successful? | To be able to explain the reasons why factories developed and to apply these to a case study of Quarry Bank Mil | To justify and analyse the varying importance of the reasons for development and success. | <p>Students will investigate the reasons for the industrial revolution focussing on the case study of Quarry Bank Mill. Factors: Individual (Samuel Greg), Inventions, Cotton, Coal and iron, steam. Students are to rank the 6 factors in order of importance.</p> <p>Why was Quarry Bank Mill so successful? Write 2 PEE paragraphs and a conclusion</p> <p>Minds and Machines pp.22-31 https://www.youtube.com/watch?v=V1IU17Bai6w – Looms working SSS Quarry Bank.pptx</p> <p>Get students to self assess work highlighting the different elements of PEE paragraphs or Peer assess – HW to complete EBIs from Peer Assessment</p> | | | | | | |
| Why is it so difficult to find out what children’s working conditions were really like? | To be able to explain the working conditions for children were like using sources to develop knowledge – focus on Mills and mines | To be able to evaluate the value of various sources to an historian investigating children’s working conditions | <p>Students could be given pictorial sources to annotate /infer (Minds and Machines pp.32-33) Divide the class in half: one group to investigate working conditions in a mill one group to investigate mines.</p> <p>Students to select sources the wish to use. Complete a table</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Source</th> <th style="width: 33%;">Details of Working Conditions</th> <th style="width: 33%;">Value</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>Evaluate the value of the sources using ADAPTT Report back to the class Answer Q: Why is it so difficult for historians to accurately investigate the working conditions for children? Minds and Machines pp.32-39 TH3 pp.27-31 RIE pp.130-131 https://www.youtube.com/watch?v=1PmHBqtlFss – Children’s Work in Mills</p> <p>HW: Write a report on factory working conditions</p> | Source | Details of Working Conditions | Value | | | |
| Source | Details of Working Conditions | Value | | | | | | | |
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| How did the Victorians have fun? (Links with work on Victorian Sleaford) | To be able to explain why and how the leisure time of Victorian people changed | To assess to what extent there was a revolution in leisure time and to evaluate which class in society experienced the most significant change | <p>Knowledge Check: Main changes during the Industrial Revolution / Main changes to agriculture 5. Over of the Industrial Revolution adn agricultural changes.pptx</p> <p>ICT lesson Students are to produce a leaflet for Victoria’s diamond jubilee explaining about how people had fun in the Victorian period. Comment on how and why things changed between 1745-1901.</p> <p>Were there differences between poor and rich people?</p> | | | | | | |

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| | | | <p>Instruction sheet Resource sheets – Peace and War pp.60-63 RIE pp.232-235 SSS Victorian leisure.pptx https://www.youtube.com/watch?v=JUG-CHZjoKI – Changes to the Leisure Time of Victorians Possible HW: Research either canals, roads or railways – teacher to allocate. Links to next lesson</p> |
| How revolutionary were the changes in transport? | To be able to explain the developments that took place in transport and the impact that these had. | To evaluate the impacts on the changes in transport. To decide which were the most significant. (Either positive or negative) | <p>In groups of 3. Students are to research the changes in transport. Each person in the group will be responsible for a different mode of transport (Roads, canals, railways) They have to record the main changes / challenges to each methods of transport and how revolutionary each development was. In their groups they will need to debate and reach reasoned conclusions on which type of transport brought about the most significant change IRE pp.36-43 Peace and War pp.32-41 TH3 pp.35-39 RIE pp.136-137 SSS industrial-revolution-transport.pptx BBC Teach https://www.youtube.com/watch?v=NBmQkS8NtJI – Canals https://www.youtube.com/watch?v=X4yZG7av8Gk – Roads https://www.youtube.com/watch?v=BmilgSulfv0 – Railways https://www.youtube.com/watch?v=P6a4zDjLAIY - Railways</p> |
| Was the Reform Act of 1832 ‘great’? | To be able to explain why the GRA was introduced and explain the changes that it brought about | To be able to assess using sources whether the GRA deserves the title of ‘Great’ and reach a reasoned conclusion | <p>Show clip from Blackadder or Horrible Histories on corrupt electoral system Define the term democracy. Card sort on democracy then and now Venn diagram of why changes needed to be introduced Analyse the GRA using sources</p> <p>Source sheet - Was the Great Reform Act 1832 as great as has been claimed? Peace and War pp.90-91 TH 3 pp.57-63, 67-68 https://www.youtube.com/watch?v=-87ZHyTR6vg – Horrible Histories</p> <p>Research who the Chartists were and the Peterloo massacre</p> |
| What was life like for the ordinary people of Sleaford in the Victorian era? | To be able to apply knowledge if national developments to Sleaford and to use sources to develop and understanding of the lives of ordinary people. | To evaluate the extent of change in Victorian Sleaford | <p>Recall: Political change Students are to do an independent research task on life in Victorian Sleaford. In groups they will answer a variety of questions.</p> <p>Possible hands on workshop from Sleaford Museum using Victorian artefacts Question sheet Sources packs Further research / project work</p> |
| ASSESSMENT: To what extent did the period 1745-1901 revolutionise the lives of women? | To be able to explain how and why aspects of women’s lives between 1745 and 1900 changed. | To reach a judgment on how much positive change had been made for women between 1745-1900. | <p>Knowledge Check – Transport, Politics and Leisure 6. Transport Leisure GRA.pptx Students are look at the difference between upper and working-class women. They will investigate work, independence, individual women, political and legal rights</p> |

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| | | | <p>Assessment: To what extent did the period 1745-1901 revolutionise the lives of women?</p> <p>Structure sheet Markscheme / sheet Resource pack - esp. Collins History Connections 3 pp.66-75 RIE pp.222-225 Table for planning</p> |
| How significant was the Victorian Cholera epidemic/ 1848 Public Health Act? How revolutionary were health and medical changes in the 1800s? | To be able explain the significance and impact of the cholera epidemic and assess the its significance in the wider context of medical developments in the nineteenth century | To reach a substantiated judgement about the significance of the medical changes and to evaluate the key turning point in medical advances | <p>Source analysis on the Silent Highwayman / Cholera court Create a living graph of the changes in Public Health in the nineteenth century Students could compare the lives/ contribution of Chadwick, Snow and Bazelgette – analysis of whose contribution was the greatest. Folens- Industry, Reform and Empire Britain 1750-1900 pp.52-57 RIE pp.148-155 SSS - cholera-ks4.pptx https://www.youtube.com/watch?v=TT4Z1Ikf36w&list=PLcvEcrcF_9zJ8AqMTFZycm46Ks4DdSaLM&index=10</p> |
| 'The most dangerous man in England' What made Charles Darwin such a threat to people's beliefs? | To be able to explain how and why the views of Charles Darwin challenged the beliefs and attitudes of people in the Victorian era | To evaluate the interpretation of Charles Darwin and to what extent his views were controversial. | <p>ICT opportunity: Students could produce a leaflet to explain the theory of evolution to people in the nineteenth century. Why did Darwin's theory of evolution cause so much controversy? Folens- Industry, Reform and Empire Britain 1750-1900 pp.104-107 Minds and Machines pp.92-97 RIE pp.238-239 Design your own new £10 note. Who would you put on the back on why?</p> |
| Was Victorian Britain racist? | To be able to explain attitudes to Black people in Britain in the Victorian period | To evaluate and analyse attitudes and to reach a conclusion as to whether the British were racist | |
| What do the lives of 'the Five' reveal about Victorian London? | To be able to explain what we can learn about Victorian London from the lives of 'The Five'. | To evaluate and be able to use scholarship to increase our understanding of Victorian London. | Scholarship – Work based on 'The Five' by Rubenhold |
| What were the causes of the French Revolution? | To be able to explain the causes of the French Revolution | To reach a judgement about which cause was the most significant. | <p>Knowledge Check - Public Health / Victorian London 7. Public Health Victorian London Darwin.pptx</p> <p>Source analysis of 3 estates cartoon - inferences Students will investigate the long and short terms causes of the French Revolution.</p> <p>Societies in Change – p.104 source 1, p.111 source 5, p.113 source 9, pp.114-117. Complete Q 3 and 4 in blue box on p.117 SSS French Rev SSS.pptx https://www.youtube.com/watch?v=PBn7iWzrKoi – ted Talk causes</p> |
| Did Robespierre deserve to die? | To be able to explain the consequences of the French Revolution and to know the debate about the role of Robespierre | To assess which interpretation of Robespierre is more historically accurate. | <p>Students will use a variety of sources to investigate and reach a conclusion as to whether Robespierre deserved to die.</p> <p>Citizen's Minds pp.82-95 Enquiry on Robespierre and the terror Societies in Change pp.144-145 Qs 1, 2, 4, 7 and 8</p> <p>Research the Seven Years War and the American War of Independence. Explain the links between these and the French Revolution.</p> |

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| Work for the next 7 lessons is based on the How and Why did the British Empire develop and decline? Empire Booklet.pptx Accompanying HW sheet Homework sheet for Empire booklet.pptx | | | |
| How and why did the British Empire develop? | To be able to explain the factors that led to the British Empire development | To be able to evaluate the reason for the development of the Empire and assess their significance | Booklet pp. 1-2 RIE pp.202-203 HW Task 1 Lesson 1 - development.pptx |
| How did the British Empire rise and fall? | To be able to explain the reasons how the British Empire expanded and what factors led to its downfall | To be able evaluate a historical interpretation of the British Empire and evaluate its use to a historian | Booklet pp 3-4 HW Task 2 Guided reading - rise and fall.pptx |
| How did the Scramble for Africa impact Africa? | To be able to explain what the Scramble for Africa was, the impact that it had on Africa and explain the role of Cecil Rhodes | To able to evaluate the impact that the Scramble for Africa had on Africa and to evaluate the controversy surrounding Cecil Rhodes. | Booklet pp. 5-6 HW Task 3 Scramble for Africa - finished.pptx |
| What was the impact of British Rule on India and how did it end? | To be able to explain how and why the British were able to colonise India and explain the reasons why British rule came an end. | To be able to evaluate and assess the reasons for the end of British rule. To evaluate the contribution of Gandhi to independence. | Booklet pp 6-7 |
| How did Britain take control of Ireland? | To be able to explain how the British took control of Ireland and the role of Cromwell | To evaluate and assess the role of Cromwell. To answer the question was he a war criminal. | Booklet pp. 9-10 HW Task 5 How did Britain take control of Ireland.pptx |
| Who should have the Koh-i-Noor? | To be able to compare and contrast the 3 case studies of British colonies and to investigate the legacy of Empire | To evaluate how far the experiences of Empire building were similar and to assess the long term impact of Empire building | Booklet pp. 11-12 Who should have the Koh-i-Noor.pptx HW Task 4 if not already completed |
| Do empires still exist today? | To be able to explain | | Booklet pp. 13 Do empires still exist today.pptx |
| This section is reserved for additional resources and tasks related to the British Empire. | | | |
| How and why did the British Empire develop 1500-1950? | To develop an overview of the key developments and reasons for growth of the British Empire and to undertake an early case study. | To assess the most significant reason for growth of the British. To assess the most significant reason for the failure at Roanoke. | Using a selection maps annotate how the British Empire grew and declined between 1500 and 1950 Case Study of Roanoke, – students to investigate the failure of the first colony Changing Minds – Clash of Cultures pp.102-109 SHP – The Impact of Empire pp.6-19 Heinemann Expansion, Trade and Industry pp.36-39 https://www.youtube.com/watch?v=l7E9Tm1X7vw&list=PLcvEcrsF_9zLFhetle-QrjhRvL7vicJo8 – BBC Teach why does the Empire matter? Questions: Which countries in the world are famous for playing cricket? Which countries are part of the Commonwealth? What links can you see between these 2 things? Explain your answer based upon the information gathered in today’s lesson. |



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| <p>Did the British harm or help its African colonies?</p> | <p>To develop a knowledge of the positive and negative impact of the British Empire on Africa.</p> | <p>To evaluate the impact of the British Empire on Africa and to be able to evaluate impacts from difference perspectives.</p> | <p>Recall: French Revolution Brief overview of the Scramble for Africa Students are presented with a variety of sources and are asked to investigate this interpretation. https://www.youtube.com/watch?v=cAMTB-DRRfE – Scramble for Africa PEE paragraph that answers the question Students could be encouraged to do 2 paragraphs giving a balanced answer. Or contrast colonies abroad with events closer to home. Homework Research events in Ireland the desire for Home Rule. Did the break of Ireland mean the beginning of the end for the British Empire?</p> |
| <p>Was the Easter rising the beginning of the end of the British Empire?</p> | <p>To know what 'Home Rule' was and why it was wanted and to the Easter Rising and why it came about.</p> | <p>To reach a substantiated judgement about whether the Easter Rising was a signal of the ending of the British Empire</p> | |
| <p>Extra lesson if time How did a clash of cultures lead to Britain's war with China?</p> | <p>To be able to explain why the British went to war with China</p> | <p>To evaluate the reasons why the British went to war with China and to research its significance in the development of the British Empire in the Far East.</p> | <p>Get students to read the information and in groups decide the different categories for why the British and Chinese went to war. Students are to make their own decisions. Try to find 4-6 reasons. Produce a pyramid of causation and be able to justify the reasons Minds and Machines pp.104-109 Blank pieces of paper Students to research how 1842 treaty led to the establishment of Hong Kong as a colony. Research how British ownership came to an end</p> |
| <p>Why did British rule in India come to an end?</p> | <p>To develop a knowledge of the causes of and be able to explain why India wanted independence and how this contributed to the end of the British Empire</p> | <p>To evaluate the reasons why India got independence and to what extent the British left India too quickly</p> | <p>Students are to write a letter to Lord Mountbatten persuading him to grant Indian independence. Use the activities in the SHP book SHP – the Impact of Empire pp.96-103 https://www.youtube.com/watch?v=oNWTXaOotEA – BBC Teach – how did the British control India https://www.youtube.com/watch?v=NPVLR4Np0jA – Background clip on the East India Company. Could be used to explain the History of The British Empire and India https://www.youtube.com/watch?v=-vQTAXk5I2c – BBC Teach Gandhi and independence Research the life of Gandhi. What was the significance of his role in India gaining independence? They could do this as a poster, powerpoint, leaflet etc.</p> |
| <p>'The Good, the Bad and the Ugly' Why do people disagree about the impact of Empire?</p> | <p>To develop an understanding of two different historical interpretations and to be able explain how each interpretation could be valid</p> | <p>To assess which interpretation has more validity and to evaluate and substantiate which interpretation is the most valid</p> | <p>Divide class in half – look at the interpretations of Judd and James – discuss Look at a range of information and decide which interpretation they agree with the most – put findings in a table Write a conclusion to the enquiry question. https://www.youtube.com/watch?v=HnXenihxSeg – BBC Teach - Empire a force for good Part 1& 2 https://www.youtube.com/watch?v=qpHlkfPSo8o Peer assess SHP The Age of Empire pp.104-113</p> |