

# Year 8

# KS3 History Curriculum

## Industrial Leeds

Was Leeds a "a perfect wilderness of foulness" ?



## Transatlantic Slavery

How did slavery shape transatlantic lives?



Why was slavery in the British Empire 'abolished' in 1833?

## The British Empire

How did the British Empire rise and fall?



## Power to the People

What were the turning points of Britain's journey to democracy?



## World at War

Why did the world go to war in 1914?

What do the stories of the 'often forgotten armies' reveal about the Western Front?



## The Holocaust

How and why did the Holocaust happen?



## World at War

When were the turning points of the Second World War?

"Keep calm and carry on": was the Blitz Spirit a myth?



## Finals



## Core Concepts:

- Power and the people
- Society and beliefs
- Conflicts and conquests
- Diverse and local history

## The Industrial Revolution 1750-1900

### Aims of this study:

This topic will focus on the changes that occurred in Britain between 1750 and 1900, known as the Industrial Revolution. You will gain an overview of the changes that this period brought to life in Britain. You will study the impact of the Industrial Revolution on a towns and cities including Leeds .

### Driving questions:

- How did power and who held it change?
- How did people in the past live?
- How do we know about the past?

### Age Related Expectations

<b>ARE 2</b>	Assessing historical sources
<b>ARE 3</b>	Evaluate cause and consequence
<b>ARE 4</b>	Evaluating historical significance
<b>ARE 5</b>	Evaluating the extent of change and continuity

### “A perfect wilderness of foulness.” Is this the best way to describe Industrial Leeds?

<b>Part 1</b>	<p><b>Overview</b> You will study:</p> <ul style="list-style-type: none"> <li>-what the Industrial Revolution was and how it changed the landscape of Britain.</li> <li>- what caused the Industrial Revolution to happen and the development of the factory system.</li> </ul>
<b>Part 2</b>	<p><b>Overview</b> You will study:</p> <ul style="list-style-type: none"> <li>- how urbanisation led to poor living condition and how this effected the people.</li> <li>- how the government tried to deal with poor conditions and people's health.</li> <li>- the case study of Leeds and if it was a “perfect Wilderness of foulness”.</li> <li>- how the authorities in Leeds tried to deal with the poor living conditions.</li> </ul>
<b>Part 3</b>	<p><b>Overview</b> You will study:</p> <ul style="list-style-type: none"> <li>- what impact the Industrial Revolution had on the working classes with a focus on women and children,</li> </ul>

### Academic vocabulary

revolution	A time or period of great or significant change.
urban	A built up area. A town or city.
rural	The countryside.
entrepreneurs	Business owners and people looking to make more money by inventing new products
Industry	The processing of raw materials and manufacture of goods in factories.

# KS3 History:

## Transatlantic slavery



### Aims of this study:

This topic will give you a broad understanding of the ways in which slavery shaped lives across the world. You will learn about Africa before the transatlantic slave trade developed. You will then consider how and why the slave trade developed. You will then look at the impact of slavery in different areas, including Barbados, the Gold Coast and in Britain. You will deepen your understanding of the concepts of diversity and consequence.

### Driving questions:

- How did power and who held it change?
- How did people in the past live?
- How do we know about the past?

### Age Related Expectations assessed in this topic

<b>ARE 1</b>	Recalling and selecting historical knowledge
<b>ARE 2</b>	Crafting and writing historical arguments
<b>ARE 3</b>	Use of academic vocabulary
<b>ARE 4</b>	Analysing and assessing historical sources

### How did slavery shape transatlantic lives?

<b>Part 1</b>	<b>Overview</b> You will study: - Africa before the transatlantic slave trade developed with a case study of Akan society
<b>Part 2</b>	<b>Overview</b> You will study: - How and why the transatlantic slave trade developed - the establishment of plantations
<b>Part 3</b>	<b>Overview</b> You will study: - the impact of the slave trade on the Gold Coast, as well as in Barbados and Britain
<b>Part 4</b>	<b>Overview</b> You will study: - the lasting legacies of slavery across the world

### Academic vocabulary

<b>Slavery</b>	The system of owning enslaved people
<b>Transatlantic</b>	crossing/both sides of the Atlantic Ocean
<b>Chattel slavery</b>	treating enslaved people and their children as property
<b>Cash crops</b>	Crops grown purely to be sold
<b>Manumission</b>	The process of freeing an enslaved person
<b>Slave economy</b>	The network of merchants and workers both directly and indirectly involved in slavery

# KS3 History:

## The British Empire



### Aims of this study:

To link our prior learning with the Industrial Revolution and the Transatlantic slave trade. In this unit we will be looking at the different views and interpretations about the British Empire. We will start by looking at why Britain wanted an empire and then how it came to an end.

### Age Related Expectations assessed in this topic

<b>ARE 1</b>	Recalling and selecting historical knowledge
<b>ARE 2</b>	Crafting and writing historical arguments
<b>ARE 3</b>	Use of academic vocabulary
<b>ARE 4</b>	Assessing and assessing historical sources
<b>ARE5</b>	Analysing and assessing historical interpretations.

### Enquiry question?

<b>Part 1</b>	<p><b>Overview</b> You will study:</p> <ul style="list-style-type: none"> <li>- why Britain wanted an empire.</li> <li>- the different views on empire and its controversies</li> </ul>
<b>Part 2</b>	<p><b>Overview</b> You will study:</p> <ul style="list-style-type: none"> <li>- India and the impact of rise of the East Indian Company – including Robert Clive.</li> <li>- Resistance to EIC and British rule – The First War of Independence</li> <li>- How the partition of India came about and how links to the fall of the British Empire.</li> </ul>
<b>Part 3</b>	<p><b>Overview</b> You will study:</p> <ul style="list-style-type: none"> <li>- How countries gained Independence from the British Empire</li> <li>- how the power of the British Empire declined.</li> </ul>

### Academic vocabulary

<b>empire</b>	An empire is a group of states or countries under one authority/power.
<b>colony</b>	A colony is a country under the control of another country.
<b>imperialism</b>	When a country extends its power, influence and control over other countries and areas of land.
<b>missionary</b>	A person sent on a religious mission. This can involve trying to convert (change) people to a religion.
<b>exploit</b>	To take and use something unfairly for your own advantage.
<b>Indigenous people</b>	The first nations of people who lived in any region or country and not later invaders settlers or immigrants they may continue to live in a particular culture region.
<b>East Indian Company</b>	The East India Company was a private company which, after a long series of wars and diplomatic efforts, came to rule India in the 19th century company comprised a group of London merchants.

# KS3 History:



## Power to the People

### Aims of this study:

We will look at the extension of the franchise in Britain and how people fought and protested for their rights. We will develop our knowledge of key protests during the 1800s including the Peterloo Massacre. We will examine how the concept of democracy was challenged and developed and assess if there was true democracy by the end of the period.

### Age Related Expectations assessed in this topic

<b>ARE 1</b>	Recalling and selecting historical knowledge
<b>ARE 2</b>	Crafting and writing historical arguments
<b>ARE 3</b>	Use of academic vocabulary
<b>ARE 4</b>	Assessing and assessing historical sources
<b>ARE 5</b>	Analysing and assessing historical interpretations.

### What were the turning points of Britain's journey to democracy?

<b>Part 1</b>	<b>Overview</b> You will study: - The context and background to protests in the 1800s, ie. the impact of French, American and Irish revolutions. - What was wrong with politics in England?
<b>Part 2</b>	<b>Overview</b> You will study: - Why did a peaceful protest turn into a massacre at Peterloo? - Who was to blame for the Peterloo Massacre?
<b>Part 3</b>	<b>Overview</b> You will study: - Does the 1832 Reform Act deserve the title of 'Great Reform Act'? - Were the Chartists a failure?
<b>Part 4</b>	<b>Overview</b> You will study: How did women protest? What were the aims of the Suffragettes and Suffragists? Who were the matchstick girls?

### Academic vocabulary

democracy	A system of government where the whole population or those who are eligible can vote.
government	The group of people with the authority to govern a country or state.
election	The formal voting for a person for a political office or other position.
The franchise	The right to vote in public and in political elections.
class system	The system in which different kinds of people are placed according to their occupation, economy, status and wealth.
revolution	A forcible overthrow of a government or social order, in favour of a new system.
prosperity	To be successful in material terms; flourishing financially.

# KS3 History:

## World at War



### Aims of this study:

In this study, you will consider how the First World War began and who fought in it. You will start by gaining a deeper understanding of Europe and the world on the eve of war before studying the triggering events that led to war. Following on, you will then look at the 'forgotten armies' of the trenches to gain a broader and more nuanced understanding of the first truly global war.

### Driving questions:

- How did people in the past live?
- How do we know about the past?

### Age Related Expectations assessed in this topic

<b>ARE 1</b>	Recalling and selecting historical knowledge
<b>ARE 3</b>	Evaluate cause and consequence
<b>ARE 6</b>	Evaluating different experiences of the past

### How did the world go to war in 1914?

<b>Part 1</b>	<b>Overview</b> You will study: - The long running tensions between European powers due to militarism, alliance networks, imperial, and nationalism
<b>Part 2</b>	<b>Overview</b> You will study: - the assassination of Archduke Franz Ferdinand and how it sparked war in 1914

### What do the stories of the 'often forgotten armies' reveal about the Western Front?

<b>Part 1</b>	<b>Overview</b> You will study: - The traditional interpretation of the Western Front and trench warfare
<b>Part 2</b>	<b>Overview</b> You will study: - A range of experiences of the Western Front including those of Indian, Algerian, Chinese, and Native Canadian soldiers
<b>Part 3</b>	<b>Overview</b> You will study: - How we can use the stories of the 'often forgotten armies' to learn about the Western Front

### Academic vocabulary

<b>Empire</b>	A collection of countries under the control of one country/leader
<b>Trench</b>	A long, narrow ditch dug used for defence and to provide protection
<b>Artillery</b>	Large and heavy ranged weapons used to attack from a distance
<b>Conscript</b>	To make someone sign up without a choice
<b>Stalemate</b>	A situation in which neither side can win

# KS3 History:

## The Holocaust



### Aims of this study:

This study will guide you through the story of the Holocaust. You will study the long history of anti-Semitism in Europe before focusing on the German context. You will consider the factors and forces at play in Germany in the 1930s and 1940s that enabled the Nazis to carry out genocide. You will finally consider the legacies of the Holocaust, both in mainland Europe and in Britain.

### Driving questions:

- How did people in the past live?
- How do we know about the past?

### Age Related Expectations assessed in this topic

<b>ARE 1</b>	Recalling and selecting historical knowledge
<b>ARE 2</b>	Crafting and writing historical arguments
<b>ARE 3</b>	Use of academic vocabulary
<b>ARE 4</b>	Analysing and assessing historical sources
<b>ARE 5</b>	Analysing and assessing historical interpretations

### How and why did the Holocaust happen?

<b>Part 1</b>	<b>Overview</b> You will study: - the long history of antisemitism in Europe - Nazi control of Germany and the role of antisemitism and persecution within this
<b>Part 2</b>	<b>Overview</b> You will study: - the changing lives of Jews in Germany and in Nazi-occupied Europe
<b>Part 3</b>	<b>Overview</b> You will study: - the 'Holocaust by bullets' - the Final Solution
<b>Part 4</b>	<b>Overview</b> You will study: - Jewish resistance to persecution and attempts made to oppose the Nazis - different legacies of the Holocaust

### Academic vocabulary

<b>Antisemitism</b>	Hostility or prejudice against Jews
<b>Collaborate</b>	To work with someone to help them achieve an aim
<b>Deportation</b>	Forcibly removing someone from one country to another
<b>Emigration</b>	To leave the country you live in to move to another
<b>Genocide</b>	Any action intended to destroy, in whole or in part, a national, racial, ethnic, or religious group
<b>Ghettos</b>	Areas in towns or cities where Jews were forced to live, separate from others
<b>Persecution</b>	To treat someone badly, usually because of 'race', religious or political beliefs
<b>Scapegoat</b>	Someone who is blamed for the wrongdoings, mistakes, or faults of others



# KS3 History:

## World at War WWII



### Aims of this study:

This topic will provide you a board overview of the Second World War. We will look at a variety of key events within the Second World War and consider why historians have described each as a turning point. Finally, you will consolidate your knowledge to assess if there was a single, most significant turning point of the Second World War. We will also look at the Home Front in Britain and complete a key enquiry on the myth of the Blitz Spirit focusing on the recent interpretations given by Lucy Worsley.

### Age Related Expectations assessed in this topic

<b>ARE 1</b>	Recalling and selecting historical knowledge
<b>ARE 2</b>	Crafting and writing historical arguments
<b>ARE 3</b>	Use of academic vocabulary
<b>ARE 4</b>	Assessing and assessing historical sources
<b>ARE5</b>	Analysing and assessing historical interpretations.

### When were the turning points of the Second World War?

<b>Part 1</b>	<b>Overview</b> You will study: - the causes of the Second World War - the early stages of the Second World War
<b>Part 2</b>	<b>Overview</b> You will study: - the Nazi advance across Europe - the threat to Britain in 1940
<b>Part 3</b>	<b>Overview</b> You will study: - turning points of the Second World War including Operation Barbarossa, Pearl Harbour, the Battle of Stalingrad, and the D-Day landings
<b>Part 4</b>	<b>Overview</b> You will study: - What was the Blitz? Lucy Worsley's interpretations and research on the blitz and idea of the "Blitz Spirit".

### Academic vocabulary

<b>Turning point</b>	A time when decisive change occurs
<b>Blitzkrieg</b>	'lightening war' – intense, rapid ground and air attacks
<b>Operation</b>	Military term - co-ordinated military actions
<b>Fortifications</b>	Reinforcements to protect against an attack
<b>Morale</b>	The confidence of a group of people
<b>Propaganda</b>	The use of media to promote a particular viewpoint