

	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (28-32)	HT6 (Week 33-39)
<p><b>Year 8</b></p> <p>1 x 100 lesson per week</p>	<p><b>KQ: How did the Plains Indians lose their way of life?</b></p> <p>The development of the American West</p> <p><b>Assessment/subject key piece:</b></p> <p><b>Explain two consequences of Manifest Destiny for the way of life of the Plains Indians</b></p> <p><b>Literacy focus:</b> Writing - Diary account of early pioneer on journey west</p>	<p><b>KQ: Does the British Empire still impact 2023/24?</b></p> <p>Rise/fall of the British Empire/Multiculturalism</p> <p><b>Assessment/subject key piece:</b></p> <p><b>Describe 2 features of the British Empire</b></p> <p><b>Literacy focus:</b> Reading - Academic extract from Sashi Tharoor on British India</p>	<p><b>KQ: What lay behind the horrors of the Transatlantic Slave Trade?</b></p> <p>The Slave Trade</p> <p><b>Assessment/subject key piece:</b></p> <p><b>Explain why slavery was abolished by the British in 1807</b></p> <p><b>Literacy focus:</b> Writing -Write a diary account explaining the conditions on board a ship during the Middle Passage</p>	<p><b>KQ: Did the French really get rid of the monarchy?</b></p> <p><b>French Revolution</b></p> <p><b>Assessment/subject key piece:</b></p> <p><b>Write a narrative account of the French Revolution</b></p> <p><b>Literacy focus:</b> Reading - Account of execution</p>	<p><b>KQ: Why did most people in Manchester die before the age of 20?</b></p> <p>The Victorian era</p> <p><b>Assessment/subject key piece:</b></p> <p><b>'The role of government was the most important factor in improving living conditions' How far do you agree?</b></p> <p><b>Literacy focus:</b> Oracy - Presentation of public health improvements</p>	<p><b>KQ: How did the lives of women change in the early 20<sup>th</sup> century?</b></p> <p>Suffragists and Suffragettes</p> <p><b>Assessment/subject key piece:</b></p> <p><b>Give 2 things you can infer from source A about the policy of the suffragettes</b></p> <p><b>Literacy focus:</b> Writing - Speech writing to show the demands of the Suffragettes</p>
<p>SMSC</p>	<p>S- Plains Indian social structure</p> <p>S- Plains Indian religion and the role of Christianity in shaping US policy</p> <p>C – Introducing pupils to different cultures and allowing pupils to understand different culture’s views</p>	<p>S- Impact of the British Empire on the social make up of modern Britain</p> <p>M – The morality of the British Empire vs. self-rule</p> <p>S- World religions</p> <p>C- understanding the different cultures which made up the British Empire and then how these different cultures have influenced British culture in the 21<sup>st</sup> century.</p>	<p>S- Role of religion in the abolition of slavery</p> <p>M- The morality of slavery</p> <p>C- Looking into West African Culture</p>	<p>S- Living in France under Louis XVI.</p> <p>M- Discussing the morality behind absolute monarchy.</p> <p>C- The cultural impact that the French Revolution had on Europe.</p>	<p>S – living conditions in Industrial Manchester</p> <p>C – the impact of factory working on daily life in Britain</p>	<p>S – The role of women in British Society</p> <p>M- Pupils will discuss why everyone has the right to a vote.</p> <p>C- The role of the Suffragette movement in British culture.</p>

<p>British Values</p>	<p>Tolerance – Religious tolerance and the US government’s lack of tolerance</p> <p>Rule of law – Passing laws to control the Plains Indians</p>	<p>Tolerance – Looking into different religious beliefs</p> <p>Individual Liberty – Are citizens in an empire subject to individual liberty</p>	<p>Tolerance – The role of racism in the Transatlantic Slave Trade</p> <p>Democracy – role of democracy in the abolition of the British Slave trade</p> <p>Individual liberty – What happens when individual liberty is taken away</p>	<p>Rule of Law – The events of the revolution and the rule of the people.</p>	<p>Individual Liberty – Looking into the role played by child workers in industrial factories.</p> <p>Democracy – Why more men received the vote during the Industrial Period and then how this impacted on their lives.</p>	<p>Democracy – universal suffrage and the fight for it.</p> <p>Rule of Law – Were the Suffragette’s right to break the law in order to gain the vote.</p>
<p>Purpose/Big Picture</p>	<p>- Enable students to understand international key historical events that have shaped the development of the world</p>	<p>-Enable students to understand society we live in now and how this society has been shaped through past events</p>	<p>-Enable students to understand the economic foundations of Industrial Britain</p> <p>-Ensure students are aware of significant events in British History and their impact</p>	<p>-Enable students to understand how their local area has been influenced by historical events</p> <p>-Understand the social complexities which arose and their similarity to life in modern Britain</p>	<p>-Enable students to understand how their local area has been influenced by historical events</p> <p>-Understand the social complexities which arose and their similarity to life in modern Britain</p>	<p>-Enable students to understand how politically changing ideas lead to women gaining the vote.</p>
<p>Careers</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>	<p>This module will provide students with skills they will require to work in several industries including: museums and cultural establishments, media, law, business management, archive keeping and data management.</p>
<p>Enrichment</p>	<p>Building Tipis</p> <p>Possible rewards trip the the Liverpool World Museum.</p>	<p>History video club: Bend it like Beckham</p>	<p>Rewards trip to the International slavery museum in Liverpool</p>		<p>Creative lesson on the changes to villages during the industrial period.</p> <p>History film club: Oliver Twist</p>	<p>History film club: Suffragette</p>

Local study/depth study	Depth: Plains Indians way of life	Depth: British India	Local: Did people from Wigan benefit from the Slave Trade: James Lindsay	Depth: French Revolution	Depth: Reform and change in the Industrial period  Local: The Golborne Mining disaster	Local: How Manchester contributed to the votes for women movement
Key knowledge	Students will learn how the Plains Indians lived on the Great Plains, however throughout the 19 <sup>th</sup> century this was taken away by the US government. Students will at reasons for this and the consequences for both the Plains Indians and the US citizens	Students will learn how the British Empire developed over time and how it eventually came to an end. Students will study key colonies within the Empire and what life was life for these. Students will also study the positives and negatives of the empire, before eventually learning how the empire came to an end.	Students will learn about development of the Transatlantic Slave Trade and the countries involved in this. Students will then go on to look at life for Slaves in the USA and Caribbean. Students will end by looking at how attitudes towards slavery changed overtime resulting in its abolition.	Students will study the events of tension in France and the events that led to the overthrowing of the monarchy and the establishing of a Republic.	Students will learn how life in England changed from 1750 onwards. They will study how families moved from the countryside to towns and the impact of this on public health. Students will learn what life was like as a factory worker and how the Industrial Revolution impacted Britain and the world.	Students will learn how females were seen as 2 <sup>nd</sup> class citizens in society, however tis changed. Students will learn the reasons for change towards females within society and the outcome of this on changing laws and attitudes.
Key skills	Source analysis  Significance  Interpretations  Change & continuity  Judgement skills	Source analysis  Judgement skills  Significance	Source analysis  Change & continuity  Judgement skills	Change & continuity  Chronology  Significance	Change & continuity  Judgement skills  Source analysis  Utility	Source analysis  Judgment skills  Significance