



Rainford High School – Department: History

	Year 8 Curriculum					
	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Topic	How did Britain's economy and society change during the Industrial Revolution?	How far had Britain improved by 1900?	Was the Slave Trade beneficial for Britain?	Why did Britain want an Empire?	How did the Great War change Britain and her position in the world?	How did society change and rights develop in Britain and the Empire during/after WW1?
Essential knowledge, skills and understanding	Population explosion and migration Conditions in towns Public Health Heroes Factory conditions – was it a good form of employment? Case studies – Salt and Owen and Quarry Bank Mill Improvement in life for the working class Impact of the Industrial Revolution (change and continuity) Source utility review – inference,	Problems with electoral system Role of the Chartists Progress in campaign for electoral reform Crime and punishment Policing Life in East End of London Victims of Jack the Ripper Why the police struggled to catch Jack Who was Jack the Ripper?	Introduction to slavery Triangular trade route Middle Passage Slave auctions Plantation life Role of Britain and Liverpool – benefits of slave trade Cause and consequence focus – assessment of differing perspectives and the word 'benefit'	What was the empire? Why did Britain want an empire? How the Empire impacted on India How the Empire impacted on Australia India as the 'jewel in the Crown' The 'Scramble for Africa' Attitudes towards the Empire	Causes of WWI – Imperialism; nationalism; militarism; alliances Assassination of Franz Ferdinand Recruitment and conscription Trench warfare – layout and experiences Battle of the Somme Interpretation analysis – inference, application of knowledge and provenance	Censorship DORA Role of women in war End of WWI and the armistice Treaty of Versailles – aims of peacemakers and terms of Treaty Impact of WWI on society Change and continuity Significance focus

	provenance and knowledge application					
Assessments and assessment focus	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p>How useful is Source A for studying conditions in factories? Explain your answer using Source A and your contextual knowledge</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p>ASSESSMENT WINDOW 1 including:</p> <p>Describe two problems facing people living in towns during the Industrial Revolution. In what ways did the lives of people in England change during the Industrial Revolution?</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p>In what ways did Britain benefit from the Transatlantic Slave Trade? Explain your answer.</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p>How useful is Source A to an historian studying the British Empire? Explain your answer using A and your own knowledge (8 marks)</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p>ASSESSMENT WINDOW 2 including:</p> <p>How does Interpretation A differ from Interpretation B in relation to the causes of WW1? Explain your answer using A and B</p> <p>In what ways did Britain benefit from having an Empire? Explain your answer (8 marks)</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p>Explain what was important about the First World War (8 marks)</p>