

## Year 8 History Department 2021 - 2022

Half Term 5 Scheme of Learning  
Focus: Enlightenment

Enquiry Question  
How did Britain become a modern nation?

### Intent of this scheme of learning

The intent of this scheme of learning is for students to understand the impact of Enlightenment and the Industrial revolution on modern Britain. Students will have a local understanding of industrial change and Britain's improved trade.

### Prior learning and links to future learning

Students learnt about links to industry and trade with the British Empire topic. Yr 8 will continue to apply their knowledge of the changes as a result of the Industrial Revolution as they examine social conditions in HT6.

### Disciplinary Knowledge

Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the significance of the timescale through source analysis; and change and continuity.

#### Interpreting the past

Students will be exposed to the works of Historians and will learn to 'Think like a Historian' by looking at interpretations of the past, and in particular the work of:

John van Wyhe - Charles Darwin  
Mary Rose - Quarry Bank Mill

### Substantive Knowledge

#### British Knowledge:

- Scientific inventions (James Watts)
- Industrial Towns
- Cotton Industry

#### Meanwhile elsewhere in Europe and/or the Wider World:

- European Enlightenment

### Assessment and Feedback

All feedback follows the whole school teaching and learning policy with collective and personalised feedback.

### Links to career and the wider world

Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will

### Academy core values – Respect, Ambition, Resilience and Compassion

Students recognise the ambition of those in the Industrial era and Enlightenment phase to search for scientific answers and the resilience required. Students

<p>Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.</p> <p>Assessment 8 – How did Britain become a modern nation?</p> <p>Assessment 9 – How did Britain change 1603 – 1901?</p>	<p>look at modern inventions and technology which has developed from Industrial Britain. Students can draw links to modern industry and careers</p>	<p>will show compassion for workers during the Industrial era and make links to working conditions today.</p>
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Lesson Sequencing			
	Learning Intention	Key knowledge	Challenge framework
1	Describe the key changes made by the Enlightenment	<ul style="list-style-type: none"> <li>• Scientific thought &amp; method</li> <li>• Changes in medicine</li> <li>• Charles Darwin &amp; Evolution</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key changes in the Enlightenment</li> <li>• Describe why these changes happened</li> <li>• Assess the impact on scientific thought</li> </ul>
2	Examine responses to the theory of Evolution	<ul style="list-style-type: none"> <li>• Darwin's trip to Galapagos Islands</li> <li>• Darwin's theory of evolution</li> <li>• Responses to Darwin's theory of evolution</li> <li>• Response of the Church</li> <li>• John Wyhe's interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Describe Darwin's voyage to Galapagos</li> <li>• Debate the conflict between faith and science</li> <li>• Examine the responses of others</li> </ul>
3	Assess the impact of the inventions of the industrial revolution	<ul style="list-style-type: none"> <li>• Richard Arkwright (Factories)</li> <li>• James Watt (Steam Engine)</li> <li>• George Stephenson (Trains)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the new inventions</li> <li>• Compare life before and after these inventions</li> <li>• Assess the impact of these inventions</li> </ul>
4	Compare the changes in industry	<ul style="list-style-type: none"> <li>• Domestic system of cloth-work</li> <li>• Factory work - weaving</li> <li>• Actions of the Luddites</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the domestic system</li> <li>• Identify the positives and negatives of factory work</li> <li>• Compare the changes over time</li> </ul>
5	Evaluate conditions in factories	<ul style="list-style-type: none"> <li>• Conditions for adults &amp; children <ul style="list-style-type: none"> <li>- Working hours</li> <li>- Pay</li> <li>- Diseases &amp; Injuries</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe conditions in factories</li> <li>• Explain why conditions were so bad in factories</li> <li>• Evaluate conditions in factories</li> </ul>
6	Evaluate the success of the Factory Reform Act	<ul style="list-style-type: none"> <li>• Factory Reform Act</li> <li>• Role of Edwin Chadwick &amp; Poor Law Reform</li> <li>• Case studies of factories</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the actions of the Reform Act</li> <li>• Compare opinions about the Reform Act</li> <li>• Reach a judgement about the success of the Reform Act</li> </ul>

7	Local study – Quarry Bank Mill (Explain the impact of the cotton industry)	<ul style="list-style-type: none"> <li>• Cotton trade with America &amp; India</li> <li>• Fabric production in England</li> <li>• Role of Liverpool in the cotton industry</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the cotton trade</li> <li>• Examine how cotton affected employment</li> <li>• Explain the impact of the cotton industry on the economy</li> </ul>
8	Local Study – Quarry Bank Mill (Evaluate the lives of children)	<ul style="list-style-type: none"> <li>• Apprenticeships &amp; employment for children</li> <li>• Lives in the Apprentice House <ul style="list-style-type: none"> <li>- Meals</li> <li>- Education</li> <li>- Free Time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe the lives of children at Quarry Bank Mill</li> <li>• Compare the conditions with factories</li> <li>• Evaluate the lives of children</li> </ul>