

<b>Year 8 History Department Curriculum 2023 – 2024</b>	
<b>Half Term 5 Scheme of Learning Focus: Industrial Revolution</b>	<b>Enquiry Question How did Britain become a modern nation?</b>

<b>Intent of this scheme of learning</b>	<b>Prior learning and links to future learning</b>
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.	Students have learnt about links to industry and trade with the British Empire topic at the beginning of year 8 and links to exploration and industry in Yr 7. Yr 8 studies will then enable students to continue to apply knowledge of the changes as a result of the Industrial Revolution as students examine social conditions in HT6. At GCSE, students will link to this knowledge in the crime and punishment course.

<b>Disciplinary Knowledge</b>	<b>Substantive Knowledge</b>
<p>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.</p> <p>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:</p> <p>John van Wyhe - Charles Darwin</p>	<p>British Knowledge:</p> <ul style="list-style-type: none"> <li>• Scientific inventions (James Watts)</li> <li>• Industrial Towns</li> <li>• Cotton Industry</li> <li>• John Snow &amp; Cholera</li> </ul> <p>Meanwhile elsewhere in Europe and/or the Wider World: European Enlightenment</p>

<b>Assessment and Feedback</b>	<b>CEIAG links</b>	<b>Academy core values – Respect, Ambition, Resilience and Compassion</b>
All feedback follows the whole school teaching and learning policy with collective and personalised feedback.	Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will look at modern inventions and technology which has	Students recognise the ambition of those in the Industrial era and Enlightenment phase to search for scientific answers and the resilience required. Students will show compassion for workers during the

Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.  <b>Assessment 5 – How did Britain become a modern nation?</b>	developed from Industrial Britain. Students can draw links to modern industry and careers in innovation, invention, production and engineering.	Industrial era and make links to working conditions today.
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<b>Tier 2 vocab</b>	Change	Conditions	Factories	Diseases	Reform	Growth	Population	Discovery	Significance	Outbreak
<b>Tier 3 vocab</b>	Industrial	Revolution	Enlightenment	Agriculture	Sanitation	Migration	Cholera	Rural-to-Urban	Public Health	Poor Law

Lesson Sequencing			
	Learning Intention TBAT	Knowledge	Skills
1	Assess how the Industrial Revolution changed Britain	<ul style="list-style-type: none"> <li>• European Enlightenment</li> <li>• Changes in medicine</li> <li>• Changes in transport</li> <li>• Changes in work</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 how the Industrial Revolution changed Britain</li> </ul>
2	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>
3	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>
4	Explain why there was a growth in population	<ul style="list-style-type: none"> <li>• Push &amp; pull factors</li> <li>• Rural-to-urban migration</li> <li>• Improvements in sanitation &amp; public health</li> <li>• Changes in agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the reasons for the Industrial Revolution</li> <li>• Describe the causes of population growth</li> <li>• Assess the impact of population growth</li> </ul>
5	Explain the significance of John Snow's discovery	<ul style="list-style-type: none"> <li>• Cholera outbreaks in England</li> <li>• Broad Street Pump &amp; Cholera</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the consequences of disease in industrial towns</li> </ul>

		<ul style="list-style-type: none"> <li>• Public Health Acts</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the actions of John Snow</li> <li>• Explain the significance (&amp; link to modern medicine)</li> </ul>
6	Examine sources on how Britain became a modern society	<ul style="list-style-type: none"> <li>• Factories</li> <li>• Reform Acts</li> <li>• Population growth</li> <li>• John Snow &amp; Cholera</li> </ul>	<ul style="list-style-type: none"> <li>• Compare different factors within the Industrial Revolution</li> <li>• Examine source material on how Britain became a modern society</li> </ul>