

AUTUMN 1

<p>What does Shibden Hall tell us about the history of Halifax? Development study of a local history site – what does it tell us about the time? Identification of turning points in history and factors leading to change. The significance of individuals in history, such as Anne Lister.</p>	<p>Was the Industrial Revolution a time of progress? What caused the Industrial Revolution? The impact of factories on towns and living conditions. Child labour and the need for reform.</p>	<p>Prior Learning Some of the life in London unit (Summer Term Y7) will be reflected in life in Industrial cities and factory life. Comparison to life of a peasant from Autumn Term.</p>
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AUTUMN 2

<p>Sugar Empire and Slavery Reasons for and the impact of the British Empire. Assess how the empire expanded and using primary sources, debate whether the Empire is something to be proud of.</p>	<p>Prior Learning Terms relating to empire and colonies will have been used in Y7 Spring Term – Elizabeth Unit. Comparison of working conditions with life in factories (Autumn 1 Y8).</p>
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SPRING 1

<p>The land of Opportunity Investigation into the lives of African Americans in America following the Civil War. Primary sources and historians' accounts to assess the importance of various Civil Rights Movements and key people. How far did Civil Rights Movements contribute to the Civil Rights Acts of the 1960s?. Who was the most influential Civil Rights campaigner?</p>	<p>Prior Learning Many students will have learnt about Rosa Parks in KS2 study. They may also have knowledge of Martin Luther King. Students may have knowledge of recent Black Lives Matter protests – use as comparison and discussion points in this unit.</p>
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SPRING 2

<p>Who are the Native Americans? Lives and culture of the Native Americans Case study-Lakota Sioux Impact of white settlement Investigation to why and how the lives changed – what are they like today?</p>	<p>Prior Learning Examination of sources started in Autumn Y7.</p>
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SUMMER 1

<p>What was it like to live in the early 20th Century? Migration and the Irish Potato famine – a snap shot of an age Why did the Titanic sink? Developing interpretations. What does the Titanic disaster tell us about the beginning of the 20th century?</p>	<p>Prior Learning Some reference to empire and role of England in ruling Ireland from Autumn 2 Y8 unit).</p>
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SUMMER 2

<p>Power to the people The campaign for the vote Suffragettes versus Suffragists What makes effective protest?</p>	<p>Prior Learning Prior learning of protest movements in Autumn 2 Y8 unit. Looking at methods of protest and evaluate effectiveness/ impact (skills covered and built upon from Y7).</p>
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CAREERS LINKS

Journalism
Political advisor
Solicitor
Police
Teaching
Museum curator
Human resources
Marketing
Charities
Banking
TV and Radio broadcasting

CHARACTER LINKS

Skills of reflection and resourcefulness are essential (intellectual virtues) when determining interpretations of historical events/causes/effects. Community awareness is fostered (civic virtues) when examining local historical sites in Autumn term 1.

KEY ASSESSMENT DATES

Summative assessments occur at the end of every topic stated. The key content and skills that have been taught are assessed in the form of PEEL paragraphs.