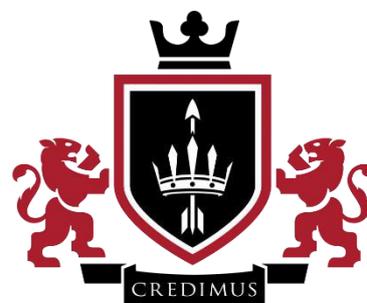


Y8 KLAB Curriculum



KING'S LEADERSHIP
ACADEMY BOLTON



Y8 History Curriculum

Contents

1. LC1 – Empire and Slavery	2
2. LC2 – The Industrial Revolution	3
3. LC3 – World War One	4
4. LC4 – Women’s Suffrage Movement	5
5. LC5 – Civil Rights USA	6

Intent, implementation and impact

There are three topic areas across three key time periods that will be studied. The time periods are:

- Medieval (500-1500)
- Early Modern (1450-1750)
- Modern (1700 – present day)

The different topics are:

1. **Germany, 1890-1945: Democracy and dictatorship**
Germany, 1890-1945 will look at both World Wars as well as studying the ever popular Hitler’s Germany topic from the legacy GCSE History syllabus.
2. **Conflict and Tension between the East and West 1945-1972**
Conflict and Tension is based around the Cold War and will look at the early years, causes and crises of the Cold War including the Cuban Missile Crisis and Berlin Wall.
3. **Britain Health and the People: c1000 – modern day**
This is very similar to the medicine through time module studied on the current GCSE syllabus. The module provides an exciting overview of medicine over time.
4. **Elizabethan England, c1568 – c1603**
This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I’s reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

History is considered to be an academically challenging subject, respected by top universities. Therefore students will need to be a competent reader with a thirst for knowledge and a passion for History. You will need to be resilient and willing to develop both analytical and evaluation skills.

The study of History can lead to respected careers such as Law, Journalism and Teaching. History is a prestigious GCSE due to the high level of challenge and respect it garners from top universities. It showcases a high level of academia whilst naturally supporting other subjects.

History will help to accelerate progress in English, as well as the other Humanities subjects. The ability to think critically and provoke questioning of events both past and present is a life skill of premium importance.

HISTORY – LC1



SUBJECT	YEAR	LEARNING CYCLE					
Module(s)	Colonialism and Imperialism: Empire and The Slave Trade						
Outline and Rationale	<p>This module is a continuation of the chronological journey through English history.</p> <p><i>Why is this topic being taught?</i></p> <p>It is arguable that the British empire and its involvement in the Slave Trade did more to impact the social, political, economic, religious and cultural structures that exist today, than any other country. Most notably the long-lasting legacy of the British empire and its involvement in the Slave trade which can still be felt to this day around the world to this day.</p> <p>Pupils studying this module will have the opportunity to gain insight into one of the most challenging and thought-provoking times in our history. It will enable them to debate questions such as: “Did the British empire do more harm than good to colonise nations?”, “Was Britain’s economy built on the backs of enslaved peoples?” and “To what extent were the enslaved people dehumanized?”</p> <p>Ultimately students learning about the British Empire and its involvement in the Slave Trade will have the opportunity to debate, discuss and form their own opinions on its legacy in the modern day.</p> <p>This unit begins by examining the motivations behind British colonialism and imperial expansion. Next, we explore 16th Century West African kingdoms exploring the Kingdom of Benin and the Songhai Empire. Then, we look at the Transatlantic slave Trade, to what extent Britain was involved, how it operated and its impact on societies and those enslaved. Lastly, we investigate the Abolition movement and the legacy of the British Empire and its involvement in the Transatlantic Slave Trade.</p> <p><i>How does it build on prior learning?</i></p> <p>This unit builds on knowledge built in year 7 through LC’s 1-5. LC1 – Colonisation and conquest through Alexander the Great, touching on Imperialism (Ancient Greek superiority), slavery. LC2 – Invasion and Cultural identity. LC3 – The domination of church and religion. LC4 – Development of England as a super power and 16th and 17th century exploration and colonisation. LC5 – The Mughal Empire – Empire structure, politics, EIC, colonisation, imperialism and cultural identity.]</p>						
Learning Cycle Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	What were the main motivations behind British colonialism and	What were 16 th Century West African Kingdoms like?	What part did Britain play in the transatlantic slave trade?	How did the transatlantic slave trade operate?	Why was the slave trade abolished 1807? (Legacy study)	Revision Assessment	Gap week (review of topics Week 1-5)

HISTORY – LC2

SUBJECT	YEAR	LEARNING CYCLE					
Module(s)	Industrial Revolution						
Outline and Rationale	<p><i>Why is this topic being taught?</i></p> <p>Enormous, exciting changes happened in Britain between 1750-1900. In the 18th century, Britain was largely agricultural with only a small population. In order to fully understand and appreciate the modern world of the 21st century, we must explore how technological developments and growth in canal and rail networks throughout the eighteenth and nineteenth centuries supplied our nation with raw materials to enable Britain to dominate world trade. In order to consolidate students understanding of the significance of the British Empire, the Industrial Revolution must also be assessed in order to build appreciation for developments over time as well as develop empathy skills when determining the pros and cons to the Industrial Revolution. This topic provides students with the opportunity to develop their contextual understanding of the Victorian period, as well as examine social, political and economic effects of this significant event. The study of the Industrial Revolution will consolidate students learning of Britain's Empire, and provide a holistic insight into the significance of the Empire.</p> <p><i>How does it build on prior learning?</i></p> <p>Students will have studied the British Empire and Slave Trade in LC1, therefore, will have some contextual knowledge of the growth and importance of industry in Britain. Students will have examined the concept of exploitation and this can be <u>use</u> to make comparisons throughout the study of the Industrial Revolution when students study child <u>labour</u> and exploitation of factory and mill workers. This module will also develop student's character as the ASPIRE values filter throughout the different elements of this course. Furthermore, students will be given further opportunity to <u>analyse</u> a variation of sources which will develop their analysis and interpretation skills. Particular elements of this unit will be revisited in KS4 when students study Health and the People and public health.</p>						
Learning Cycle Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	What was life like before the Industrial Revolution?	What were the experiences of mill and factory workers?	How ere children affected by the Industrial Revolution?	What were the typical living conditions in the Victorian Period?	How did Britain change between the years 1970-1900?	Revision Assessment	Gap week (review of topics Week 1-5)