

UNIT 1 - INDUSTRY AND REFORM BRITAIN 1750-1900

HISTORY 8

Content

- This unit will look at the cause and effect of change in Britain before 1750 and after.
- Areas concerning the Industrial Revolution will look at the change from farming to factories, the improvements of transportation and the growth of the coal industry

Resources & ICT

- Industry, Reform and Empire, KS3 History by Aaron Wilkes
- Teacher created notes, worksheets etc.
- Internet
- Library

Students to Know

- A brief overview of Britain in 1750
- The population explosion after 1750
- The changes and development in farming during the 18th century
- The changes in manufacturing and the creation of urban areas
- Coal and iron as precious commodities
- Key reforms that improved life
- Changes in transportation
- Rise of the machines and inventions

Cross curricular links

- Geography; Britain's geography, fossil fuel, colonies of Britain
- Economics; colonies of Britain, trade
- Science; cast iron to wrought iron, water wheel, steam power, canals and locks

Types of assessment

- Formative assessments will include: presentations, in class discussions and observations, worksheets, essays, display
- Summative assessments will include: end of unit test, end of year exam

Students to Understand

- Why did the population explode and how did it affect Britain?
- How was transport improved and towns created?
- How and why did production of iron and coal change?

Students to be able to Do

- Explain orally and in written form what was the Industrial Revolution
- Identify specific evidence that will support the points of the explanation
- Use the Points Evidence and Evaluation technique

Differentiation incl. EAL

- Vocabulary explained
- Individual support where required
- Simplified rubrics for written work

Learning styles activities

- Visual
- Verbal
- Aural
- Social
- Solitary



Powerloom weaving in 1835

Illustrator T. Allom / Public domain

Global citizenship, internationalism, local environment

- The need for resources and the spread of the British empire overseas
- The understanding of cooperation between different levels of power



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International School

September-October - 8 weeks

UNIT 2 - THE DEVELOPMENT OF THE AMERICAN WEST 1840-1895

HISTORY 8

Content

- This unit will look at the 'push and pull' factors of the development of the American West
- Five groups will be studied; the Sioux Nation, the settlers, the mountain men, the Mormons and the gold seekers

Resources & ICT

- Teacher created material; notes, worksheets, slide shows etc.
- Internet
- Library

Types of assessment

- Formative assessments will include: presentations, in class discussions and observations, worksheets, essays, display
- Summative assessments will include: end of unit test, end of year exam

Students to Know

- The physical geography of the Great Plains
- Factors that made the Sioux Nation change their life style
- The importance of the mountain men
- The Settlers and their adaptation to the West
- The Mormons and their struggles and success moving West
- The effect of the Gold Rush on the West

Students to Understand

- How the Sioux nation adapted to the harshness of American West
- Who is Jim Bridger and how he contributed to the development of The Plains
- The consequences that the Donner Party and other settlers had to face
- That organisation, leadership and cooperation of the Mormon community led to their success
- How the rush for gold developed towns

Students to be able to Do

- Explain orally and in written form how the American West was developed
- Identify specific evidence that will support the points of the explanation
- Use the Points Evidence and Evaluation technique

Cross curricular links

- Geography; the political geography of the United States in 1840, the physical attributes of The Plains
- Economics; the depression in the East

Differentiation incl. EAL

- Vocabulary explained
- Individual support where required
- Simplified rubrics for written work

Learning styles activities

- Visual
- Verbal
- Aural
- Social
- Solitary



Harry A. Kelley / Public domain

Global citizenship, internationalism, local environment

- The understanding and importance of cooperation for survival
- The importance of respect and tolerance between cultural social groups



UNIT 3 - THE FRENCH REVOLUTION 1774-1798

HISTORY 8

Content

- This unit will cover the turbulent history of France 1774-1798 and the bloody events of the revolution
- Enquiries will build a picture of the causes, consequences and historiography of the revolution.

Resources & ICT

- Teacher created material; notes, worksheets, slide shows etc.
- Internet
- Library

Types of assessment

- Formative assessments will include: presentations, in class discussions and observations, worksheets, essays, display
- Summative assessments will include: end of unit test, end of year exam

Students to Know

- Europe in 1780
- The Three Estates in France and its monarchy
- The depts and danger of the king
- The storming of the Bastille
- 1789 – the year of revolution and New France
- From revolution to war
- The Terror and its reaction

Students to Understand

- What were people complaining about in the early 1780's
- Why did Louis XVI call the Estates-General
- What sort of revolution took place in 1789 and what caused it
- Why did violence explode to become the Terror

Students to be able to Do

- Explain orally and in written form how and why a revolution in France took place in 1789
- Identify specific evidence that will support the points of the explanation
- Use the Points Evidence and Evaluation technique

Cross curricular links

- Geography; France, West Indies
- Economics; the depression
- Language; French terms

Differentiation incl. EAL

- Vocabulary explained
- Individual support where required
- Simplified rubrics for written work

Learning styles activities

- Visual
- Verbal
- Aural
- Social
- Solitary



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Global citizenship, internationalism, local environment

- The understanding and importance of cooperation for specific purposes
- The importance of respect between social groups and hierarchies



UNIT 4 - THE TRIANGULAR SLAVE TRADE 1699-1865

HISTORY 8

Content

- This unit will cover the Transatlantic slave trade
- Lessons will discuss how slavery turned into a highly profitable international business that forced millions of people to be displaced
- Focus will be on the countries previously covered, Britain, United States of America and France

Resources & ICT

- KS 3 *History Industry, Reform and Empire* by Aaron Wilkes
- Teacher created material, notes, worksheets, slide shows etc.
- Internet
- Library

Types of assessment

- Formative assessments will include: presentations, in class discussions and observations, worksheets, essays, display
- Summative assessments will include: end of unit test, end of year exam

Students to Know

- Black Cargo
- The Triangular Trade
- Maroons/Cimarrones/The Underground Railroad/Contraband
- Abolitionists and the Emancipation

Students to Understand

- Why did this process of slavery begin and how did it operate?
- What was it like to be sold as a slave?
- What sort of life did these slaves lead?
- How did black people try to win back their freedom?
- Who were the abolitionists and what did they do?
- Why and how was slavery abolished in Britain, America and France?

Students to be able to Do

- Explain orally and in written form how and why slavery increased in the early 16th century and how it was abolished
- Identify specific evidence that will support the points of the explanation
- Use the Points Evidence and Evaluation technique

Cross curricular links

- Geography; mapping countries involved in the Transatlantic Slave Trade
- Economics; trade
- Language; terms adapted from trade countries

Differentiation incl. EAL

- Vocabulary explained
- Individual support where required
- Simplified rubrics for written work

Learning styles activities

- Visual
- Verbal
- Aural
- Social
- Solitary



Slavery

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Global citizenship, internationalism, local environment

- The understanding and importance of cooperation for specific purposes
- The importance of respect between social groups and hierarchies



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April-June - 8 weeks