Timeline	Topic	Key concepts and knowledge	Skills development	Rationale
Yr. 8 (1) - 8 weeks (14 lessons)	The French Revolution – Why did the French execute their king and how did they replace him? L1: What is a Revolution? And how different to a revolt? L2: French society + Absolutism L3: Long term Causes **(A)** L4: Short term causes L5: Revolution – part 1 L6: Revolution – part 2 L7: Revolution- part 3 **(A)** L8: Consequences – part 1 L9: Robespierre – Hero or villain? L10: Napoleon (King or democrat?) **(A)** L11: Battle of Trafalgar	CONFLICT – How French society fought against itself SOCIETY – How French society was organised before and after the Revolution	Thinking like a Historian – skills developed each lesson. **Employability skills:** Investigation Self-management Oracy Communication Informed Literacy Numeracy Creativity Problem solving Summarize Recall **Career link:** Archaeology Archivist Historian Teaching **British Values:** Tolerance of Different Cultures Rule of Law	To develop the concept of Revolution having studied this in year 7 (English Civil War) To compare societies in the 17th and 18th century – how did France differ from England? How was it similar? To reinforce the concept that the past determines the future – how is French society today affected by this revolution?

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	L12: Battle of Waterloo L13: Changes to French / European society L14: End of unit Assessment **(A)**			
Yr. 8 (2) - 10 weeks (16 lessons)	Slavery and the British Empire	**CONFLICT**: The Trans-Atlantic Slave trade and the expansion of British imperialism, including the origins of European financial and territorial conflict. **SOCIETY**: The foundations of racism in Britain, the Americas and Europe through slavery and the impact of slavery on Africa and America. The impact of colonialism on the people and nations of the British Empire. L1: Africa pre slavery & the origins of slavery L2: Slave triangle & the Middle passage **(A)** L3: Slave sale & life of a slave L4: Abolition of slavery L5: Impact of slavery on America and Africa	<mark>Thinking like a Historian – skills developed each lesson.</mark> **Employability skills:** Creative Oracy Communication Informed Literacy Summarise Select & synthesise Self - management Recall Numeracy Communication Research **Career link:** Social Historian Human Rights Law Curator Archivist Cartography Human Rights Law Global Historian	To establish an understanding of the origins of slavery and the beginning of empire building and how these brought European nations in to conflict with other peoples and nations. To learn about the impact that the Trans-Atlantic slave trade and the British Empire had on different nations, societies and cultures. To consider a different meaning of the word 'conflict' stepping away from the more traditional understanding of it studied previously to looking at it as a moral conflict and crime against humanity. This in turn will lay the foundation of human atrocity that will be further studied in Yr. 9.

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		L6: The beginnings and growth of the British Empire L7: British America L8: India Part. 1 L9: India Part. 2 L10: Australia **(A)** L11: Africa Part. 1 L12: Africa Part. 2 L13: The British Empire and 20th century conflict L14: What the Empire did for Britain L15: The legacy of the British Empire L16: How should the British Empire be remembered? **(A)**	British Historian Manufacturing Trading consultant Politician **British Values:** Tolerance of Different Cultures and Religions Rule of Law Democracy Mutual Respect Individual Liberty	
Yr. 8 (3) - 6 weeks (12 lessons)	Industrial Revolution	**CONFLICT**: Conflict between people and the state. **SOCIETY**: Impact of the Industrial Revolution on Society. L1: What was the Industrial Revolution? L2: What impact did the Industrial Revolution have on population in Britain? L3: Changes in manufacturing L4: How did factories lead to towns? L5: Factory Reform for Workers L6: Changes to ordinary life (A) L7: What impact did coal mining have on society in Britain?	<mark>Thinking like a Historian – skills developed each lesson.</mark> **Employability skills:** Creativity Oracy Communication Literacy Summarise Select & synthesise Self - management Recall Numeracy Communication Research **Career link:** Social Historian	CONFLICT: This topic will encourage students to explore the changes made during the Industrial Revolution and the conflict experienced between the working and upper classes. Conflict including protests and demands for factory reforms and later the demand for freedom of speech through the right to vote. SOCIETY: Students will gain an understanding of life before

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		L8: New Inventions and their impact on society. L9: How did transport revolutionise Britain? L10: Crime and Punishment L11: Power to the People L12: End of Unit Assessment (A)	Human Rights Law Curator Archivist Cartography Global Historian British Historian Manufacturing Trading consultant Politician **British Values:** Tolerance of Different Cultures and Religions Rule of Law Democracy Mutual Respect Individual Liberty	the Industrial Revolution and discover the changes and developments made to society in Britain as a result of the Industrial Revolution.
8 Weeks (4) (15 lessons)	The First World War	**CONFLICT: Develop an understanding of the causes of WWI, trench and naval warfare, the impact of 'total war' on society, and the consequences of the Treaty of Versailles.** **SOCIETY: Impact of WWI 'Total War' on societies in Europe.** L1: Causes L2: Trench Warfare and the Battle of the Somme	Thinking like a Historian – skills developed each lesson. **Employability skills:** Creativity Oracy Communication Literacy Summarise Select & synthesise Self - management Recall Numeracy Communication	CONFLICT: This topic will provide students with another type of conflict – Total War. They will develop an understanding of the causes of WWI, trench and naval warfare, the impact of 'total war' on society, and the consequences of the Treaty of Versailles. Following examination of the Treaty of Versailles, this will encourage students to link the

		L3: Naval Warfare (blockade) L4: Total War and Impact on the Homefront L5: Women's rights and the war effort L6: Russian leaves the war L7: USA joins the War (A) L8: Ludendorff Spring Offensive L9: Armistice / Treaty of Versailles L10: Germany's response L11: Impact of conflict on German Society L12: Weimar Republic and Political Instability L13: Hyperinflation L14: Recovery under Stresemann L15: End of Unit Assessment (A)	Research **Career link:** Social Historian Military Historian Law Curator Archivist Cartography Global Historian British Historian Politician Teaching **British Values:** Tolerance of Different Cultures and Religions Rule of Law Democracy Mutual Respect Individual Liberty	consequences of Versailles with the causes of the Second World War. SOCIETY: Students will gain historical knowledge of the impact this type of conflict had on soldiers and civilians by exploring what life was like both on the Western Front and on the Homefront. Students will then examine the detrimental impact this total war had on British and German societies.
Yr. 8 (5) - 6 weeks (13 lessons)	Rise of Nazis (Hitler's Germany 1929-145)	**CONFLICT**: Internal conflicts in Germany: the collapse of democracy, the cementing of power and the rise of Nazi dictatorship. **SOCIETY**: The impact of Nazi control on German society, considering the political, economic, social and cultural aspects of Nazi Germany and resistance to it.	Thinking like a Historian – skills developed each lesson. **Employability skills:** Oracy Communication Literacy Informed Self-management Cartography Outline Balanced argument Justification Creativity	To understand following the armistice of WW1 and the Treaty of Versailles how Germany went from a democracy to dictatorship. Looking at the development of the Nazi Party, how and why Hitler was able to become Chancellor in 1933, the establishment of the Third Reich and Nazi dictatorship through the

		L1+2: Development of the Nazi Party and its ideas / organisation up to 1929 L3+4: How and why Hitler able to become Chancellor Jan 1933 (1) L5: How and why Hitler able to become Chancellor Jan 1933 (2) L6: How did Hitler change Germany from a democracy to dictatorship 1933-34 (1) **(A)** L7: How did Hitler change Germany from a democracy to dictatorship 1933-34 (2) L8: How did Hitler change Germany from a democracy to dictatorship 1933-34 (3) L9: Resistance to Third Reich **(A)** L10: To what extent did Germans benefit from Nazi rule in the 1930s? (1) L11: To what extent did Germans benefit from Nazi rile in the 1930s? (2) L12: German persecution against undesirable groups. L13: End of unit assessment **(A)**	Numeracy Recall **Career link:** Curator Historian Teacher Battlefield guide Armed forces Author **British Values:** Tolerance of Different Cultures and Religions Rule of Law Democracy Mutual Respect Individual Liberty	removal of opposition (conflict) and the methods and impact of Nazi control had on German society. This in turn will lay the groundwork for Yr. 9 in which students study the Holocaust and the origins and events of Second World War.

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