



Year 8 History Medium Term Plan

Autumn Term

Learning Overview (Contents)	Overview of main learning objectives over the term and year: <u>Chronological awareness</u> - placing events, people in chronological framework - describing and explaining concepts of past <u>Range, Depth of Knowledge and Understanding</u> - identifying and analysing features of periods and societies - describing reasons and results of events - developing broad pictures of events within and across societies and between UK/ Eire/Europe etc - assessing significance <u>Interpretations of History</u> - How and Why events/people been interpreted differently - Analysing and assessing interpretative usefulness <u>Historical Enquiry</u> - Collecting/identifying sources to investigate with increasing independence the period <u>Organisation and Communication</u> - Recall/selection/organising information, using terms accurately to present their knowledge and understanding of history
Assessment Opportunities	There needs to be a minimum of 2 formal assessments per term. These formal assessments will inform the 'working at grades' and the AOB reported to parents. There may be additional unit tests depending on a subject
Textbooks Published Lesson Resources	There is an Oxford Text Book available in Library for Year 8 materials and lessons
Home Learning Resources	SAM Learning topic: Industrial Revolution. Inventors and Inventions.
Knowledge organisers	

Week Number	Learning Overview / objective (outlined above)	What should pupils know, understand and be able to do by the end of the week? (Use clear Success criteria)
1	Industrial Revolution Introduction. What changed through time?	a) The Key word and terminology that will be used in the Industrial Revolution. Creating a Glossary/or Word Wall in classrom b) Using pictures sources to analyse differences and changes through time from 1750-1900 c) using film to record how others have seen the linear scope: Olympic of 2102 opening Sequence. d) Using texts to widen views of Industrial Revolution e) How to: Peel Paragraph on changes
2	Industrial revolution: Population Boom!	a) Setting the scene: humanity is limited by factors such as food, disease and oranisation of society. The Industrial Revolution changes those factors! How? b) There are six factor cards. Four Crop Rotation. Selective Breeding. Seed Drill. Innoculation. Sewer. Factories and wage earning. Each to be discussed and explained. Mix up the explanations with symbols for activities. c) Facts and figures: How the population of Britain increased in Stats. Making the links between factors and numbers. d) Class Test 1: Changes from 1750-1890 using picture form week one as prompt.
3	The Domestic System becomes the Factory system	a) Terminology: Domestic :The home. Context: UK before 1750 there were skilled workers making cloth at their home. b) Domestic System: How it worked. Everyone had a role: children, Mother, Father. What did each do enquiry. c) Richard Arkwright: Biography and invention. Case Study: the First Factory. How did it work?

		d) Watch Timeline History on this factory aspect (5mins) e) Assessment: PEEL paragraph on Richard Arkwright and the innovation of the Factory system.
4	Coal mining and Black Gold	a) Black Gold or King Coal; why did the fuel get this tagline? b) Statistics: Coal Consumption in Britain from 1750-1900. Inferences to be drawn about how and why and what these figures might reveal c) Geology of Britain and the abundance of coal seams. d) Mining: How was coal mined? From across the Industrial Revolution as it changed through time. e) Perils and dangers of Mining. What were the two biggest killers in mining? f) Jobs and roles for children in the mines.
5	Transportation developments	a) Four ways in which Transportation improved in Industrial Revolution times. i) Canals. Advantages with examples. Disadvantages. ii) Turnpike Trusts. The process of setting one up. The profit motivation. Who benefited most? iii) Steam Engines: train engines (how they work link to science topics) iv) The Railways and railway Mania. Maps of railways in Britain circa 1900 b) Assessment: PEEL paragraphs on TWO of the four transport advances.
6	Robert Stephenson	a) The story of the Fairhills trials in 1830. b) The competition rules. c) The competitors. The results. d) Stephenson's 'The Rocket' detailed look at sources/images/texts e) First Commercial railway: Liverpool to Manchester. Why these two places?

7	Industrial revolution: Time of Inventors and Inventions	a) Interactive lesson. Materials and information about each of the inventors and inventions available in class. Students role as groups of 4 is to collect, collate information one one Inventor and his invention. b) Presenting their information to class: who then fill out writing frame on each of their missing inventors. c) Debate: which inventor and invention was the Greatest and deserved to be in Queen Victoria Great Exhibition? d) Class vote.
8	Child Labour	a) Introduction to theme: that has come up already(coal mining) b) Sources. How to sift through the sources and select appropriate evidence about these criteria; i) Types of jobs ii) Risks and problems iii) What factory owners thought iv) What Society and Inspectors began to think c) Non assessed PEEL paragraph(s): why is wrong for children to be working from age of 5?
9	The Great Exhibition 1851	a) The building of Crystal Palace. b) The exhibitors from around the world: what did Germany exhibit? What Did USA exhibit? Choose a nation for a third example. c) Britain's exhibits: 3 examples. Do they reveal Industrial revolution themes? d) Class Test 2. Questions on Inventors and Child Labour
10	The Luddites	a) Who were the Luddites? What was there complaint? (Link: the people who used to make a good life doing the Domestic System from week 3) b) What did the Luddites do? Picture Sources. Textual reports

		c) Creating newspaper report on Luddites. Can you stop technology?
11	Industrial Revolution Project	a) Aim: Industrial Revolution Display b) Group work. 4 Students. c) Deciding on 6 major aspects from the term. Creating a wall display that illustrates the Changes Through Time aspect of the industrial revolution. Note: previously lots of images sources, various texts sources are ,made available if they want to be used by the groups. This can be competitive with an award for the best class/year group display.