

History PoS: Year 8 HT1, HT2 and HT3 - Muck and Misery 1750-1900

Year 8 students have one lesson of History each week.

Students will colour code as they work through the scheme of work.

Students will learn about ... the Agricultural and Industrial Revolutions: the changes to the countryside, the reasons behind urbanisation, living conditions in Industrial towns and cities, working conditions in mines and factories, epidemics such as cholera outbreaks, public health improvements, the Reform Acts and Chartism, the work of reformers such as Titus Salt and Robert Owen.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to identify and describe the following:</p> <p>Describe how life got better or worse using one or two aspects of life (e.g. Medicine or Education).</p> <p>Describe how enclosure changed villages.</p> <p>Use a wide range of sources to investigate living conditions in towns and cities.</p> <p>Describe a wide range of reasons for poor living conditions.</p> <p>Describe, in detail, conditions in mines and factories.</p> <p>Produce a mainly one-sided answer about views of conditions in factories.</p> <p>Use a wide range of evidence to investigate a cholera mystery.</p> <p>Describes changes to public health – using specific examples.</p> <p>Explain why reformers (e.g. Titus Salt, Robert Owen and Lord Shaftesbury) were famous.</p>	<p>Students will understand and be able to explain the following:</p> <p>Explain how people might have been affected in different ways by the changes during the Industrial Revolution (e.g. Children/Men/Women).</p> <p>Explain how people were affected in different ways by enclosure.</p> <p>Make inferences supported with evidence from a range of sources.</p> <p>Explain a wide range of reasons for poor living conditions.</p> <p>Explain why mines and factories were important to Britain.</p> <p>Reach a decision about views of conditions in factories.</p> <p>Start to reach a conclusion about the cholera mystery.</p> <p>Start to reach a conclusion about how far medicine and health changed.</p> <p>Start to explain why reformers were significant.</p>	<p>Students will be able to assess and evaluate the following:</p> <p>Be able to group the changes into Political, Social and Economic change.</p> <p>Evaluate who benefited the most and least from enclosure.</p> <p>Confidently evaluate the reliability of a source using its provenance.</p> <p>Explain the most important reason for poor living conditions.</p> <p>Confidently explain the significance of mines and factories to the development of Britain during the Industrial Revolution.</p> <p>Explain how different views of conditions in factories have been created.</p> <p>Confidently reach a conclusion about the cholera mystery taking into account the reliability of the evidence.</p> <p>Confidently explain the impact of different factors on public health (e.g. government).</p> <p>Confidently explain the significance of reformers.</p>
<p>Assessment</p> <p>Assessment 1: Students will assess the changes to urban and rural areas during the Industrial Revolution. They will be expected to give a balanced answer considering positive and negative changes before they reach a conclusion.</p> <p>Assessment 2: Students will complete a source-based assessment on life during the Industrial Revolution where they will be required to use a collection of sources to make inferences and evaluate sources for reliability.</p>		

History PoS: Year 8 HT4 - Whitehaven during the Industrial Revolution

Year 8 students have one lesson of History each week.

Students will colour code as they work through the scheme of work.

<p>Students will learn about ... the changes to Whitehaven during the Industrial Revolution: changes to the town, Whitehaven's mines, living on Mount Pleasant and the New Houses. The students will also be given a real person from the 1861 census to create a speech about their life in 19th century Whitehaven. The Records Office in Whitehaven can help students with the research for this task should they want to carry out extra independent research.</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to identify and describe the following:</p> <p>Describe some of the main events and aspects of Whitehaven during the Industrial Revolution.</p> <p>Use a wide range of sources to investigate living conditions in Whitehaven.</p> <p>Describe, in detail, conditions in Whitehaven's mines.</p>	<p>Students will understand and be able to explain the following:</p> <p>Show very detailed knowledge of Whitehaven during the Industrial Revolution.</p> <p>Make inferences supported with evidence from a range of sources.</p> <p>Explain why mines were important to the development of Whitehaven.</p>	<p>Students will be able to assess and evaluate the following:</p> <p>Confidently explain the significance of Whitehaven during the Industrial Revolution.</p> <p>Confidently evaluate the reliability of a source using its provenance.</p> <p>Confidently explain the significance of mines to the development of Whitehaven during the Industrial Revolution.</p>
<p>Assessment:</p> <p>Students will assess the significance of reformers such as Titus Salt.</p>		

History Year 8 PoS: HT5 and HT6: Slavery and Empire

Students will colour code as they work through the scheme of work.

Students will learn about ... the trade triangle, conditions on the Middle Passage, plantation life, slave resistance, the abolition movement, Cumbria's links with the slave trade and abolition movement.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to identify and describe the following:</p> <p>Describe a wide range of reasons for a country having an empire.</p> <p>Describe features of the trade triangle.</p> <p>Describe a wide range of conditions on the Middle Passage using a collection of sources.</p> <p>Describe a wide range of conditions of plantation life.</p> <p>Describe how slaves resisted their masters.</p> <p>Describe a wide range of causes of abolition.</p>	<p>Students will understand and be able to explain the following:</p> <p>Explain a wide range of reasons for a country having an empire.</p> <p>Explain the role of different people in the trade triangle.</p> <p>Make inferences about Middle Passage conditions using a collection of sources.</p> <p>Explain how people were affected in different way on plantations.</p> <p>Explain the success of the revolts.</p> <p>Explain a wide range of causes of abolition.</p>	<p>Students will be able to assess and evaluate the following:</p> <p>Explain the most important reason for a country having an empire.</p> <p>Analyse how the structure of the trade triangle made it so profitable.</p> <p>Evaluate how different opinions of conditions of the Middle Passage have been reached.</p> <p>Evaluate the relative conditions on plantations.</p> <p>Evaluate the relative success of different methods of resistance.</p> <p>Confidently identify long-term and short-term causes of abolition and explain the most important reason.</p>
<p>Assessment</p> <p>Summer exam which examines a range of skills including source skills and knowledge and understanding.</p>		