New Line Learning Academy
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History Curriculum Intent	Year 8

The History curriculum at New Line Learning develops pupils into curious, analytical and reflective historians who understand how the past has shaped the modern world. Through the study of power, society, empire, conflict, medicine and democracy, pupils investigate the experiences of individuals and communities across Britain and the wider world, exploring how historical events continue to influence life today.

Our enquiry-led curriculum follows a clear chronological and thematic journey. Pupils begin by exploring the foundations of medieval Britain before examining the growth of empire, industrialisation, migration and campaigns for equality. They then investigate the conflicts, ideologies and social changes that shaped the twentieth century, providing strong foundations for GCSE study. Throughout Key Stage 4, pupils deepen their understanding through the study of Early Elizabethan England, Weimar and Nazi Germany, Superpower Relations and the Cold War, and Medicine in Britain, enabling them to recognise patterns of continuity, change and historical significance across different periods.

The curriculum is underpinned by the disciplinary knowledge of history. Pupils learn to think critically by analysing evidence, evaluating historical interpretations, investigating causation and consequence, recognising continuity and change, and constructing balanced historical arguments supported by evidence. They develop confidence in questioning the reliability of sources, understanding different perspectives and reaching substantiated judgements about the past.

History makes a significant contribution to pupils' wider development. Through encounters with diverse cultures, civilisations and historical experiences, pupils develop empathy, respect and an appreciation of Britain's place within an interconnected world. They explore themes including democracy, justice, human rights, migration, conflict and identity, encouraging them to become informed, thoughtful and responsible citizens.

The curriculum follows the National Curriculum at Key Stage 3 and the Edexcel GCSE History specification at Key Stage 4. It is carefully sequenced so that substantive knowledge and disciplinary thinking are continually revisited and strengthened, ensuring pupils leave New Line Learning with a secure understanding of the past and the ability to apply historical thinking beyond the classroom.

Term 1 Topic	**The Industrial Revolution**

Big Picture
What are the main ideas and big questions in this topic?

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This enquiry investigates one of the most significant periods of change in British history: the Industrial Revolution. Students explore how Britain changed from a largely rural and agricultural society into an increasingly urban and industrial nation, considering why industrialisation occurred and how new technologies, factories, transport and rapidly growing towns transformed people's lives.

Students investigate the causes of industrialisation and examine how developments in industry, technology, population and urbanisation were interconnected. Attention then turns to the human experience of this transformation. Students explore life and work in industrial Britain and consider how experiences differed according to factors such as wealth, age, occupation and location.

Throughout the enquiry, students consider both change and continuity. Industrialisation created extraordinary technological and economic change, but its benefits were not experienced equally. Students therefore develop towards the overall enquiry: ***How far did the Industrial Revolution transform Britain?***

Interpretations remain an important part of the enquiry. Students encounter the idea of the Industrial Revolution as a possible "Liberty's Dawn", but use their growing knowledge to consider how convincing this interpretation is rather than allowing it to determine their understanding of the period from the outset.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Across the eight-lesson enquiry, students build a chronological and thematic understanding of industrial Britain.

Students explore questions including:

- What was the Industrial Revolution and what changed?
- Why did the Industrial Revolution begin in Britain?
- How did population growth contribute to industrialisation?
- Why did towns and cities grow so rapidly?
- Which inventions and technological developments transformed industry?
- What were conditions like in rapidly growing industrial towns?
- What was work like in factories and other industrial workplaces?
- Did everybody experience the Industrial Revolution in the same way?
- How far did industrialisation improve people's lives?
- How convincing is the interpretation of the Industrial Revolution as a period of increasing liberty and progress?

Students develop secure knowledge of the meaning of industrialisation, examining the movement from domestic and small-scale production towards factories and mechanised production. They consider why Britain was able to industrialise, connecting developments in population, resources, technology, transport, trade and investment rather than treating individual causes in isolation. Students investigate the rapid growth of industrial towns and explore the opportunities and problems created by urbanisation. They examine housing, sanitation, overcrowding, disease and environmental conditions, alongside employment and economic opportunities.

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The enquiry deliberately considers the experiences of different groups of people. Students recognise that the Industrial Revolution cannot be characterised simply as either progress or suffering: experiences varied considerably and changed over time.

Substantive knowledge develops through students' understanding of industrialisation, urbanisation, population growth, technological development, factories, industrial towns, working and living conditions and social change. Disciplinary knowledge develops particularly through causation, change and continuity and interpretations. Students construct causal explanations, assess the extent of transformation and use secure contextual knowledge to evaluate historical interpretations. Key vocabulary includes Industrial Revolution, industrialisation, urbanisation, agriculture, population, factory, mechanisation, invention, entrepreneur, migration, sanitation, overcrowding, working conditions, change, continuity, significance and interpretation.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students enter Year 8 with experience of examining change and continuity, causation, evidence and interpretations through their Year 7 History curriculum. Their previous study has shown them that societies change for a combination of political, economic, social, religious and technological reasons, and that historical change is rarely experienced equally by everybody.

Students also bring knowledge of earlier British society, allowing them to recognise the scale of the transformation associated with industrialisation. Their understanding of earlier patterns of settlement, work, wealth, poverty and social hierarchy provides useful points of comparison when investigating industrial Britain.

The enquiry therefore represents an important progression. Rather than simply identifying that change occurred, students increasingly explain why different developments were interconnected, which changes were most significant and how far change affected different groups.

Pitch Up
How will we challenge ourselves?

Students are challenged to move beyond a simple narrative that the Industrial Revolution either made Britain better or made people's lives worse. They consider competing evidence and recognise that industrialisation could create opportunities while simultaneously producing serious social and environmental problems.

Students increasingly construct multi-causal explanations, making links between factors rather than producing separate lists of causes. They consider, for example, how population growth, technological development, resources, investment and transport could reinforce one another. More confident students distinguish between rate, extent and experience of change, recognising that transformation occurred unevenly across Britain and affected different groups differently.

Students also use their contextual knowledge to evaluate historical interpretations, including the idea of the Industrial Revolution as “Liberty's Dawn”, considering what evidence supports or challenges that interpretation.

Wider Framework
How does this learning connect to future topics and bigger goals?

The Industrial Revolution provides essential contextual knowledge for the remainder of the Year 8 curriculum. In the following enquiry on Sugar and Slavery, students will encounter Britain's growing involvement in global trade and examine connections between wealth,

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students encounter the Industrial Revolution as more than a collection of factories and inventions. They develop a picture of a society undergoing enormous transformation: landscapes altered by factories, mines, canals and

commodities, labour and exploitation. Their understanding of Britain's changing economy provides important context for considering these global relationships. The later study of the British Empire develops this further as students investigate Britain's expanding global influence and the economic, political and human consequences of imperialism. The enquiry also provides important foundations for later topics including migration, political reform and the campaign for women's suffrage, as students encounter a Britain undergoing profound demographic, economic and social change. At GCSE, students will draw upon this broader understanding when studying Medicine in Britain, particularly when considering industrial towns, public health, changing technology and government responses to nineteenth-century problems.	railways; towns expanding at unprecedented speed; new forms of employment emerging; and increasing numbers of people moving in search of work. Students consider how familiar features of modern Britain have roots in this period, including large industrial cities, mass production, transport networks and debates about working conditions and living standards. The enquiry also introduces students to the difficulty historians face when attempting to judge whether a period represented "progress". Economic growth and technological innovation do not automatically mean that everybody's quality of life improved. This wider understanding gives greater meaning to the interpretation work surrounding Liberty's Dawn: students have sufficient contextual knowledge to question whose liberty, whose progress and whose experience is being described.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect on the ways technological and economic change can transform human lives. They consider ideas of progress and improvement and question whether technological advancement necessarily produces a better society. Students investigate inequality and the experiences of different groups within industrial society. Moral understanding develops through considering working conditions, child labour, poverty and responsibility for living conditions. Cultural understanding develops through examining how industrialisation transformed British communities, landscapes and ways of life.

There are strong connections with Geography through urbanisation, population change, migration, settlement growth and the environmental consequences of industrial development. Links with Science and Design Technology emerge through inventions, energy and technological development, while connections with English develop through interpretation, argument and evidence-based extended writing.

Careers Framework Skills: Problem Solving, Speaking and Adapting
Students develop Problem Solving when weighing different causes and explanations for industrialisation. Speaking develops through historical discussion and defending judgements using evidence. Adapting develops as students encounter evidence that challenges an initial interpretation and refine their conclusions accordingly.

Careers: Engineer, Urban Planner and Health and Safety Inspector
An Engineer designs and improves machines, structures and systems. An Urban Planner considers how housing, transport, employment and services shape growing communities, while a Health and Safety Inspector assesses workplaces and helps ensure that people are protected from avoidable risks.

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Students develop their ability to question simple claims about progress, technology and economic growth. They learn to recognise that major changes can produce both benefits and problems and that their effects may be experienced differently across society. Students strengthen chronological understanding, causal reasoning, comparison, evaluation of interpretations, evidence-based argument and extended written communication.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Emma Griffin, Liberty's Dawn: A People's History of the Industrial Revolution – selected extracts and interpretations exploring how industrialisation affected ordinary people's lives. • British Library – Industrial Revolution resources – primary sources, images and contextual material on factories, urban growth and working conditions. • The National Archives – Industrial Revolution – contemporary documents and source material exploring factories, child labour and nineteenth-century society. • Historic England – Industrial Heritage – photographs, maps and surviving industrial sites that help students understand how industrialisation transformed Britain's landscape. • BBC Bitesize – The Industrial Revolution – accessible supporting material for retrieval, recap and independent study. • Contemporary primary evidence – census data, maps, factory accounts, illustrations, photographs and testimony showing population growth, urbanisation and contrasting experiences of industrial life.	Throughout the eight teaching lessons, students demonstrate their developing knowledge through retrieval practice, questioning, short written explanations, source work and interpretation activities. The ninth lesson is the end-of-enquiry assessment. Students demonstrate secure knowledge of the key causes and consequences of industrialisation and use this knowledge to reach a supported judgement about the extent to which the Industrial Revolution transformed Britain. Substantive Knowledge: 50% Students demonstrate secure understanding of the Industrial Revolution, its causes, technological and demographic change, urbanisation, industrial towns and the different experiences of people living and working in industrial Britain. Disciplinary Knowledge: 50% Students demonstrate their ability to explain causation, analyse change and continuity and use contextual knowledge to reach and support historical judgements. Where interpretation is assessed, students use their knowledge of the period to evaluate how convincing a particular interpretation of industrial Britain is.

Term 2 Topic		**Sugar and Slavery**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry uses the history of sugar to explore connections between trade, slavery, empire, industrialisation and consumption across more than 1,500 years.

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Students begin by tracing the origins of sugar production in India and its spread through the Islamic world and medieval Europe, before examining how European expansion into the Atlantic and Caribbean transformed sugar from a rare luxury into an increasingly important global commodity.

Attention then turns to the relationship between sugar and the transatlantic slave trade. Students investigate why plantation production became dependent upon enslaved African labour, how the trade operated and the experiences of enslaved people during the Middle Passage and on Caribbean plantations. Importantly, students also examine resistance and abolition, recognising the role played by enslaved and formerly enslaved people alongside abolitionist campaigners in Britain. The enquiry then reconnects with students' Term 1 study of the Industrial Revolution. Students investigate how industrialisation, new technology and changing forms of labour transformed sugar production and consumption during the nineteenth century before considering sugar's place within modern diets and society. Throughout the enquiry, students consider change, consequence, causation and significance, returning to the overarching question: How did sugar change the world?

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop a chronological understanding of sugar's journey from a valuable luxury to an everyday global commodity. They investigate how methods of producing sugar developed in India before spreading through the Islamic world, where developments in agriculture, irrigation and trade contributed to its wider production and movement. Students consider why sugar remained an expensive luxury in medieval Europe before European expansion into Atlantic islands and the Caribbean created new opportunities for plantation production.

Students then examine why sugar became closely connected to enslavement and the transatlantic slave trade. They develop secure knowledge of plantation agriculture, the triangular trade, the Middle Passage and Britain's involvement in the trade, while considering the enormous profits generated by sugar alongside its human cost. The experiences of enslaved people are explored through contemporary testimony and historical evidence, including the experiences of Mary Prince and Frederick Douglass. Students investigate different forms of resistance and consider the significance of events such as the Haitian Revolution and Toussaint L'Ouverture.

Students explore why the slave trade and slavery were eventually abolished, recognising abolition as a multi-causal development involving Black abolitionists, formerly enslaved campaigners, resistance and rebellion, popular campaigning, boycotts and parliamentary action. Historical interpretations allow students to consider how historians have explained both plantation slavery and abolition. Attention then returns to the changing history of sugar after abolition. Students examine indentured labour, industrial production, sugar beet, refineries and the growth of companies producing chocolate and confectionery. They consider how industrialisation helped transform sugar from a luxury into a mass-consumption product before exploring its changing role in twentieth and twenty-first-century society.

Substantive knowledge develops through students' understanding of sugar production and trade, the Islamic world, plantation agriculture, the transatlantic slave trade, the Middle Passage, enslavement, resistance, abolition, indentured labour, industrialisation and mass consumption. Disciplinary knowledge develops particularly through causation, change and continuity, significance, evidence and interpretations. Students explain complex historical developments, use testimony and other evidence critically, evaluate historical interpretations and make judgements about the significance of change across a long chronology.

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Key vocabulary includes commodity, plantation, enslaved, transatlantic slave trade, Middle Passage, resistance, rebellion, abolition, abolitionist, indentured labour, industrialisation, testimony, interpretation, causation, consequence and significance.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students draw upon their Year 7 understanding of trade, migration, power, religion and connections between societies. Their previous study of Asian Empires is particularly useful in recognising the importance of sophisticated economies, technologies and trading networks beyond medieval Europe.

Term 1 provides an important immediate foundation. Students have just investigated the Industrial Revolution, including technological development, population change, factories, urbanisation and Britain's changing economy.

This enquiry broadens that story by placing Britain within a much wider global context. Students consider how commodities, trade, empire and coerced labour connected Britain to Africa, Asia and the Caribbean before returning to industrialisation and mass consumption later in the enquiry.

Disciplinary progression also continues. Students build upon their work on causation, change and interpretations, but apply these concepts across a much longer chronology and to increasingly complex questions about agency, significance and historical evidence.

Pitch Up

How will we challenge ourselves?

Students are challenged to move beyond simplified narratives of the transatlantic slave trade and abolition. They recognise enslaved people as historical actors, investigating resistance, rebellion and the contribution of Black and formerly enslaved campaigners rather than presenting abolition simply as something achieved by white British politicians.

Students construct increasingly sophisticated multi-causal explanations, particularly when considering why slavery developed and why abolition occurred. They distinguish between the roles of individuals, popular campaigning, economic change, political action and resistance.

Historical interpretations provide further challenge. Students use secure contextual knowledge and primary evidence to evaluate interpretations, including Adam Hochschild's interpretation of plantation slavery, and consider differing historical explanations for abolition.

The long chronology also challenges students to identify change and continuity, including the extent to which exploitation continued through systems such as indentured labour after the abolition of slavery.

Wider Framework

How does this learning connect to future topics and bigger goals?

This enquiry provides an important foundation for the subsequent Year 8 study of the British Empire. Students already encounter European expansion, colonialism, Caribbean plantations, Britain's global trade and connections with India, Africa and the Caribbean.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Students encounter the idea of commodity history: using the history of an everyday product to reveal much larger historical processes.

The story of sugar connects India, the Islamic world, Europe, West Africa, the Caribbean and the Americas, demonstrating that British history cannot be understood in isolation from wider global developments.

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Later enquiries on migration and the Suffragettes develop themes introduced here, including movement of people, inequality, protest, campaigning and struggles for rights. There are also important connections with GCSE History. Students' understanding of industrialisation and changing living standards supports later study of Medicine in Britain, while their increasing confidence with causation, evidence, interpretations and supported judgement develops disciplinary knowledge required throughout GCSE.	Students encounter individuals including Mary Prince, Frederick Douglass, Olaudah Equiano and Toussaint L'Ouverture, alongside more familiar British abolitionists, helping them understand the diverse people who shaped the history of slavery and abolition. The enquiry also complicates ideas about historical progress. Sugar became cheaper and more widely available through industrialisation, yet its history was closely connected to enslavement, colonialism and other forms of exploited labour. Students therefore recognise that the consequences of historical change can look very different depending upon whose experience is being considered.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon ideas of freedom, dignity and human agency, considering how individuals and communities resisted systems designed to restrict their freedom. Students explore slavery, exploitation, racism, resistance and human rights while recognising the experiences and contributions of people from African, Caribbean, Indian, Islamic and European societies. Moral understanding develops through considering responsibility, exploitation and the struggle against injustice, while cultural understanding is strengthened through exploring the interconnected histories that helped shape modern Britain.

There are particularly strong links with Geography through global trade, migration, development and the movement of commodities and people. Connections with Religion and Worldviews emerge through the Islamic world's contribution to the history of sugar and wider questions surrounding human dignity and justice. Citizenship links include protest, campaigning, human rights and political change. There is also a useful connection with Food and Cookery through the modern history of sugar, nutrition and changing patterns of consumption.

Careers Framework Skills: Listening, Problem Solving and Speaking
Students develop Listening through engaging carefully with testimony and contrasting historical perspectives. Problem Solving develops through constructing multi-causal explanations and weighing historical significance. Speaking develops as students discuss competing explanations and defend historical judgements using evidence.

Careers: Ethical Trade Officer, Supply Chain Manager and Human Rights Officer
An Ethical Trade Officer investigates whether workers and producers are treated fairly within global industries. A Supply Chain Manager examines how products move from raw materials to consumers, while a Human Rights Officer works to protect people's rights and challenge exploitation and discrimination.
Students develop the ability to look beyond familiar products and consider where they come from, who produced them and how trade and consumption connect people across the world. They also learn to question simplified accounts of historical change and recognise that significant developments rarely result from the actions of one individual. Students strengthen chronological reasoning, source analysis, causal explanation, interpretation, comparison, evaluation and evidence-based judgement.

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Resources *What books, websites, videos and materials will support our learning?*	Assessment *How will we show what we know, remember and can apply?*
• James Walvin, Sugar: The World Corrupted: From Slavery to Obesity – scholarship supporting the long history of sugar, slavery and consumption. • Adam Hochschild, Bury the Chains – selected interpretation relating to plantation slavery and abolition. • The National Archives – Slavery and the British Transatlantic Slave Trade – primary documents, maps and historical evidence. • Understanding Slavery Initiative – museum collections and resources exploring slavery, resistance and abolition. • Selected extracts from The History of Mary Prince and the writings of Olaudah Equiano. • Maps, shipping records, plantation images, advertisements and consumption data used as historical evidence throughout the enquiry. • Department teacher-led resources, including enquiry slides, retrieval activities, source collections, historian interpretations and modelling.	Throughout the eight teaching lessons, students demonstrate their developing knowledge through Rapid Recall, questioning, source analysis, interpretation work, causal explanation and short historical judgements. The ninth lesson is the end-of-enquiry assessment. Students demonstrate secure knowledge of the changing history of sugar and use evidence from across the enquiry to compare the significance of major developments and reach a supported historical judgement. Substantive Knowledge: 50% Students demonstrate secure understanding of the changing production and consumption of sugar, plantation slavery and the transatlantic slave trade, resistance and abolition, indentured labour and industrialisation. Disciplinary Knowledge: 50% Students demonstrate their ability to select relevant historical evidence, explain consequences, compare significance and construct a supported judgement.

Term 3 Topic	**Revolutions**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry investigates why revolutions happen, using the American, French and Russian Revolutions as three contrasting case studies. Students explore why groups of people became dissatisfied with existing systems of government, why that dissatisfaction developed into revolution and whether similar causes can be identified across very different historical contexts.

The revised enquiry retains the existing curriculum's study of the American and French Revolutions, but replaces the Haitian Revolution with the Russian Revolution of 1917. Haiti has already been studied within the preceding Sugar and Slavery enquiry, where it is more meaningfully located within the history of enslaved resistance and abolition. The previous curriculum organised the unit around America, France and Haiti and culminated in comparison of their causes; this comparative structure remains one of the strongest features to preserve.

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Students investigate political dissatisfaction, taxation and economic difficulty, inequality, weak or unpopular leadership, war and short-term triggers. Rather than studying the Enlightenment as a separate or central cause, the revised enquiry focuses on more concrete and accessible causes that can be meaningfully compared across all three revolutions. Across the enquiry, students return to the overarching question: ***Why do revolutions happen?***

The disciplinary focus is causation, with students progressing from identifying and categorising causes to explaining connections, distinguishing longer-term conditions from short-term triggers and comparing causes across different revolutions.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students begin with the American Revolution, examining growing tensions between Britain and the Thirteen Colonies. They investigate taxation, Britain's attempts to exercise greater control, colonial anger about political representation and events such as the Boston Tea Party, before considering how tensions developed into the Declaration of Independence and revolution. The existing curriculum already places strong emphasis on taxation and the colonists' lack of representation, including the idea of "no taxation without representation". Students then investigate the causes of the French Revolution, considering the unequal structure of French society, the privileges of the First and Second Estates, taxation of the Third Estate, government debt, rising bread prices and the unpopularity and weaknesses of Louis XVI. They examine how longer-term dissatisfaction combined with the political crisis of 1789 and events such as the storming of the Bastille to turn discontent into revolution. These political, social and economic grievances are already strongly represented in the existing curriculum materials.

The revised curriculum then introduces the Russian Revolution, replacing the previous Haitian case study. Students examine the autocratic rule of Tsar Nicholas II, social and economic inequality, the experiences of workers and peasants, political opposition and the consequences of industrialisation. They consider how the impact of the First World War, military failure, food and fuel shortages and declining confidence in the Tsar intensified existing problems and contributed to revolution in 1917. Students distinguish the longer-term weaknesses of Tsarist Russia from the immediate pressures that helped trigger revolutionary change.

Students finally compare the three case studies and identify recurring patterns. They consider whether revolutions are most likely when political dissatisfaction, economic hardship, inequality, unpopular government and periods of crisis combine, while recognising that the precise circumstances of each revolution were different. Substantive knowledge develops through students' understanding of the Thirteen Colonies and British rule, taxation and representation, the Declaration of Independence, the French Estates system, Louis XVI, economic crisis and the Bastille, Tsarist Russia, Nicholas II, inequality, industrialisation, the First World War and the revolutions of 1917. Disciplinary knowledge is centred upon causation and comparison. Students identify and categorise causes, distinguish long-term causes from short-term triggers, explain how causes interacted and compare the relative importance of different factors across three revolutions.

Key vocabulary includes revolution, colony, taxation, representation, independence, monarchy, absolute monarchy, inequality, Estate, economic crisis, Tsar, autocracy, industrialisation, political opposition, long-term cause, short-term trigger, causation, factor and comparison.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Pitch Up
How will we challenge ourselves?

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Students enter this enquiry with an increasingly secure understanding that major historical change rarely has one simple cause. In Term 1, students examined the Industrial Revolution, developing their ability to explain how different economic, technological, demographic and social factors worked together to produce change. Term 2 developed this further through the history of Sugar and Slavery. Students considered why plantation slavery developed, why abolition occurred and how resistance contributed to historical change. Their study of the Haitian Revolution as an example of enslaved resistance also means that they already have experience of revolutionary action before beginning this comparative enquiry. Students now apply causation more explicitly. The earlier assessment preparation already required students to sort causes into categories and compare factors across several revolutions. The revised curriculum keeps this useful disciplinary approach but simplifies it by focusing on causes that can be compared clearly across America, France and Russia.	Students are challenged to move beyond listing the reasons why individual revolutions happened. They increasingly categorise causes, recognising broad patterns such as political problems, economic hardship, inequality, war and unpopular leadership. They then explain why these factors mattered and how several causes could interact. Students distinguish between long-term conditions and short-term triggers. For example, inequality and political dissatisfaction may have existed for many years, but particular events or crises could turn dissatisfaction into revolutionary action. The comparative element provides the greatest challenge. Students consider whether apparently similar factors had the same importance in different revolutions, rather than assuming that because taxation, war or inequality appeared more than once they operated in exactly the same way. By the end of the enquiry, students are expected to make a supported judgement about how similar the causes of the American, French and Russian Revolutions were.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
The enquiry strengthens students' understanding of political change, protest, inequality and challenges to established power, themes that continue throughout the Year 8 curriculum. Later study of the British Empire allows students to consider how political power was exercised internationally, while the Suffragettes enquiry develops students' understanding of organised campaigning, protest and demands for political representation. The Russian Revolution also begins to build useful chronological knowledge for later twentieth-century study, while avoiding detailed overlap with later units.	Students encounter revolution as a historical process rather than simply a dramatic event. The three case studies demonstrate that revolutionary change occurred in different political and social settings. American colonists challenged rule from Britain; French revolutionaries challenged an established monarchy and unequal social system; and Russian revolutionaries confronted an autocratic Tsarist state weakened by social tensions and war. Students also recognise that famous revolutionary moments such as the Boston Tea Party, storming of the Bastille or events of 1917 make more sense when placed within the longer-term problems that preceded them.

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Disciplinary progression is particularly important. Comparative causation prepares students for increasingly demanding historical explanations in KS3 and GCSE, where they will need to explain why events happened, identify connections between causes and judge relative importance. Across the first three Year 8 enquiries, students therefore encounter different forms of transformational change: • Industrial Revolution – economic and social transformation • Sugar and Slavery – global economic change, exploitation and resistance • Revolutions – political transformation and challenges to authority.	The enquiry therefore helps students avoid the misconception that history changes because of a single dramatic event. Revolutions emerge from accumulated grievances, circumstances and choices, although particular triggers can accelerate change. This wider understanding also gives students a framework they can later apply when studying protest, rebellion and political change in other periods.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon why individuals and communities may become willing to challenge established authority and consider ideas surrounding power, fairness and political participation. Students consider inequality, representation and the responsibilities of governments towards the people they govern. They examine how economic hardship and political exclusion can create social instability and how demands for change can lead to both reform and violence. Cultural understanding develops through comparison of political change in North America, France and Russia, helping students recognise that revolutionary experiences vary according to historical context.

here are strong links with Citizenship through representation, political participation, government and protest. Connections with Geography emerge through population, economic inequality and the impact of war and resources upon societies. English supports the development of comparative writing, causal explanation and evidence-based judgement.

Careers Framework Skills: Problem Solving, Speaking and Planning
Students develop Problem Solving by identifying connections between causes and deciding which explanations are most convincing. Speaking develops through discussion and defence of historical judgements. Planning develops as students organise comparative evidence across three revolutions before constructing a sustained assessment response.

Careers: Political Analyst, Policy Adviser and Campaign Manager
A Political Analyst examines governments, political movements and changes in public opinion. A Policy Adviser uses evidence to recommend how governments and organisations should respond to problems, while a Campaign Manager plans how ideas and messages can be communicated to influence public support.

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Students develop the ability to question explanations that attribute complex events to one single cause. They learn to identify underlying problems, immediate triggers and relationships between different factors before reaching a judgement. Students strengthen causal reasoning, comparison, categorisation, prioritisation, extended writing, evidence selection and supported judgement.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Robert Middlekauff, The Glorious Cause: The American Revolution, 1763–1789 – selected contextual material on tensions between Britain and the Thirteen Colonies. • William Doyle, The Oxford History of the French Revolution – accessible teacher reference for the causes and development of the French Revolution. • Orlando Figes, A People's Tragedy: The Russian Revolution 1891–1924 – selected contextual material on Tsarist Russia and the causes of revolution. • The National Archives – primary sources relating to revolution, government and political change. • Library of Congress and French Revolution digital collections – maps, political images, contemporary documents and visual evidence. • Primary evidence, including colonial protest material, images of the French Estates and Bastille, and contemporary evidence relating to Nicholas II, war and living conditions in Russia. • Department teacher-led resources – enquiry slides, source collections, comparative causation activities, retrieval practice, modelling and assessment preparation.	Across the six substantive teaching lessons, students demonstrate their developing understanding through Rapid Recall, questioning, causal categorisation, short explanations and comparison activities. Lesson 7 is used for consolidation and assessment preparation. Students draw together evidence from the three revolutions and compare recurring causal factors. End-of-Enquiry Assessment: “How similar were the causes of the American, French and Russian Revolutions?”. Students use specific evidence from all three case studies to identify meaningful similarities and differences and reach an overall supported judgement. Substantive Knowledge: 50% - Students demonstrate secure knowledge of the principal political, economic and social causes of the American, French and Russian Revolutions, alongside relevant short-term triggers. Disciplinary Knowledge: 50% - Students demonstrate their ability to categorise and explain causes, compare factors across historical contexts, select precise supporting evidence and reach a supported comparative judgement.

Term 4 Topic		**The British Empire**

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Big Picture

What are the main ideas and big questions in this topic?

This enquiry investigates the growth and impact of the British Empire through the experiences of people who lived within it. Rather than treating the Empire as a single story of either British achievement or exploitation, students investigate how its impact varied considerably according to place, period and perspective. Students study four contrasting areas of the Empire: America, Africa, India and Australia. In each case, they examine how and why British influence developed, before investigating the experiences of different groups including colonists, Indigenous peoples, enslaved people, convicts, rulers, campaigners and those who resisted imperial control.

The enquiry deliberately places historical evidence and interpretations at its centre. Students encounter written testimony, visual sources, maps, statistics and the experiences of named individuals. They consider what these sources reveal, whose voices are represented or missing and why people living through the Empire could experience and understand it very differently. Students therefore move beyond a simple judgement that Empire was either entirely positive or negative. They consider who benefited, who lost, how experiences differed and how the consequences of Empire changed over time. Throughout the enquiry, students return to the overarching question: ***Was the Great British Empire really that great?***

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students develop secure knowledge of the growth and operation of the British Empire and consider motivations including trade, economic opportunity, competition, military power, settlement and the spread of British culture and religion.

Through America, students explore settlement and colonisation and examine contrasting experiences of colonists, enslaved Africans and Indigenous peoples. Individuals such as George Washington, Olaudah Equiano, James Gronniosaw and Joseph Brant allow students to recognise that even within one part of the Empire there was no single experience of British rule.

In Africa, students examine Britain's economic, political and territorial ambitions and encounter contrasting perspectives through individuals including David Livingstone, Cecil Rhodes, King Cetshwayo and Kwame Nkrumah. Students investigate conquest, exploitation, missionary activity, African resistance and eventual demands for independence.

The study of India explores the role of the East India Company and the development of British political and economic control. Students consider the impact of British rule upon Indian society and economy and examine experiences of cooperation, resistance and independence. The existing curriculum's study of Robert Clive and the Bengal Famine provides one starting point for considering how contemporary and later interpretations of individuals and events can differ.

In Australia, students investigate transportation and settlement alongside the experiences of Aboriginal peoples. The stories of convicts, Ned Kelly and Jandamarra reveal contrasting experiences of poverty, authority, colonisation, resistance and dispossession.

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Across all four case studies, students repeatedly compare perspectives and use evidence to consider how experiences of Empire differed and why. Substantive knowledge develops through students' understanding of Empire, imperialism, colonialism, colonisation, trade, settlement, slavery, Indigenous peoples, missionary activity, conquest, transportation, resistance, exploitation, independence and decolonisation. Disciplinary knowledge develops particularly through sources and interpretations. Students consider provenance, purpose, perspective and utility; identify what evidence can and cannot reveal; compare accounts; and use contextual knowledge to evaluate different interpretations of the British Empire.

Key vocabulary includes Empire, imperialism, colonialism, colony, colonisation, Indigenous, settler, missionary, exploitation, transportation, resistance, rebellion, independence, decolonisation, perspective, provenance, source, evidence, utility and interpretation.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students enter this enquiry with considerable knowledge of Britain's developing connections with the wider world.

Their Term 1 study of the Industrial Revolution introduced Britain's growing economy, technological power and industrial development. The subsequent Sugar and Slavery enquiry placed this growth within a global context, examining trade, plantation economies, slavery, resistance, abolition and Britain's connections with Africa, India, the Caribbean and the Americas.

Students have therefore already encountered some of the people and places that became part of Britain's imperial story. This allows the Empire enquiry to concentrate more deeply on how British rule affected different societies and how people responded to it, rather than simply establishing that Britain possessed an empire.

Students also bring increasingly developed disciplinary knowledge. Previous enquiries have developed causation, significance, evidence and interpretations. This unit places particular emphasis upon sources and interpretations, asking students to recognise that evidence about Empire was produced by people with very different experiences, purposes and perspectives.

Pitch Up

How will we challenge ourselves?

Students are challenged to move beyond describing sources and begin to use contextual knowledge to interrogate them. They consider who created a source, why it was produced, what its creator may have experienced and how this affects what historians can learn from it. Students increasingly recognise that a source being partial or biased does not make it useless; its perspective can itself provide valuable historical evidence.

Students also compare sources produced from different positions within Empire, recognising that a British settler, Indigenous leader, enslaved person, missionary or imperial administrator might describe the same historical development very differently. Historical interpretations provide further challenge. Students consider why the British Empire has been interpreted differently over time and use evidence from across the four case studies to test broader claims about its impact.

More confident students recognise that “Was Empire good or bad?” is itself an inadequate historical question unless we also ask for whom, where and when?

Wider Framework

How does this learning connect to future topics and bigger goals?

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

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The Empire enquiry is central to understanding many of the topics that follow. Students' later study of migration builds directly upon knowledge of Britain's historical connections with Africa, India, Australia and the Americas and helps explain why modern Britain has longstanding connections with communities across the world.

Themes of resistance, political participation and demands for rights also connect with the later Suffragettes enquiry. The unit provides important contextual understanding for modern British and world history. Students begin to understand the origins of the Commonwealth, patterns of global migration, cultural connections and continuing debates surrounding Empire, identity and historical memory.

Disciplinary progression is equally important. Sustained work with sources and interpretations develops students' ability to infer, contextualise, compare, evaluate and reach evidence-based judgements, providing an important foundation for GCSE History.

Students encounter an Empire that, at its height, incorporated territories and peoples across the globe, but recognise that the term "British Empire" conceals enormous diversity. The experiences of people in America were not identical to those in India, Africa or Australia, and experiences within individual colonies differed according to ethnicity, wealth, gender, status, occupation and relationship with British power.

Individual stories help humanise these enormous processes. Figures including Joseph Brant, Olaudah Equiano, Cetshwayo, Jandamarra and Kwame Nkrumah demonstrate different forms of negotiation, survival, resistance and political action, while figures such as Robert Clive and Cecil Rhodes allow students to consider how reputations and interpretations of imperial figures have changed.

Students also encounter the continuing debate surrounding how Empire should be remembered and represented, including arguments surrounding statues, museums, historic buildings and national narratives. The enquiry therefore helps students understand why historians can agree about what happened but still reach different interpretations of its meaning and significance.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon identity, belonging, freedom and cultural heritage, considering what can happen when one society attempts to impose its values and institutions upon another. Students explore questions surrounding power, racism, exploitation, cultural change, resistance and human rights. They consider how imperialism affected Indigenous cultures and communities while recognising the agency of people who negotiated with, resisted or challenged British control. Cultural understanding develops through exploring the experiences of diverse communities across America, Africa, India and Australia and their connections with modern Britain.

There are particularly strong connections with Geography through development, global inequality, migration, trade, resources and the political geography created by colonialism. Religion and Worldviews links emerge through missionary activity, cultural encounter and the imposition or exchange of religious beliefs. Citizenship connections include power, rights, protest, identity and the legacy of Empire in contemporary Britain.

Careers Framework Skills: Listening, Planning and Speaking
Students develop Listening through engaging seriously with contrasting voices and perspectives. Planning develops as students move from basic source comprehension towards contextualised evaluation. Speaking develops through discussion and defence of evidence-based interpretations.

Careers: Diplomat, International Development Officer and Museum Collections Manager

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A Diplomat manages relationships between countries and considers competing political interests. An International Development Officer works with communities to address economic and social challenges, while a Museum Collections Manager researches and cares for objects that tell complex stories about Britain and the wider world.

Students develop the ability to recognise that complex issues can look very different according to perspective and experience. They learn to question who created information, whose voices are represented and whether important perspectives are absent. Students strengthen source analysis, inference, contextualisation, comparison, evaluation, interpretation, discussion and evidence-based judgement.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• David Olusoga, Black and British: A Forgotten History – selected scholarship exploring Britain's imperial and global connections through diverse experiences. • Sathnam Sanghera, Empireland – selected modern interpretation of the British Empire and its continuing influence upon Britain. • The National Archives – British Empire resources – primary documents, maps, photographs and government records. • British Library – Asian and African Collections – primary material and diverse perspectives relating to British colonialism and Empire. • National Museum of Australia and Australian Institute of Aboriginal and Torres Strait Islander Studies – sources and perspectives relating to colonisation and Aboriginal experiences. • Contemporary testimony, maps, political cartoons, photographs, statistics and material evidence from America, Africa, India and Australia, deliberately selected to provide contrasting perspectives. • Department teacher-led resources – enquiry slides, source collections, interpretation activities, retrieval practice, modelling and comparative activities.	Throughout the enquiry, students demonstrate their developing knowledge through Rapid Recall, questioning, source analysis, interpretation work and comparative activities. Students regularly encounter contrasting experiences of Empire and use their contextual knowledge to consider what sources reveal, why perspectives differ and how useful different evidence is for understanding the impact of British rule. Students are encouraged to return regularly to the question “Great for whom?”, recognising that experiences of Empire differed significantly according to place, time and perspective. Students complete an assessment based on the overarching enquiry: “Was the Great British Empire really that great?” Students use their own knowledge alongside selected sources and/or historical interpretations to examine the impact of the British Empire. They draw upon examples from America, Africa, India and Australia, comparing different experiences before reaching a supported overall judgement. Substantive Knowledge: 50% - Students demonstrate secure understanding of the different experiences and impacts of British imperialism across America, Africa, India and Australia, including examples of settlement, exploitation, cultural change, resistance and challenges to British control. Disciplinary Knowledge: 50% - Students demonstrate their ability to make supported inferences from sources, analyse historical perspectives, apply contextual knowledge to evaluate evidence and interpretations, compare

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	experiences across different parts of the Empire and construct an evidence-based historical judgement.

Term 5 Topic		**Migration**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry investigates migration to Britain across a long chronology, using a small number of detailed case studies to explore why people moved, how they were treated and what impact migration had upon Britain. Students begin by developing an understanding of migration, push and pull factors, voluntary and forced migration, refugees and economic migration. They then explore four main migrant experiences in greater depth: Jewish migration in medieval England, Huguenot migration in the Early Modern period, Irish migration during the Industrial Revolution and the Windrush generation in modern Britain.

The enquiry deliberately moves away from treating each historical period as a list of migrant groups. Instead, students follow individual communities and experiences in greater depth, examining the reasons people migrated, the opportunities they encountered, the discrimination or persecution they faced and their contribution to British society. Students also encounter smaller comparative examples, including Flemish workers, European merchants, John Blanke and Romani migrants, allowing them to recognise that migrant experiences were never identical, even within the same period. The existing curriculum already includes these contrasting groups and highlights that attitudes were often mixed.

Across the enquiry, students develop their understanding of change and continuity, returning to the overarching question: ***How far has the migrant experience in Britain changed over time?***

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students first establish the meaning of migration and examine why people move. They develop their understanding of push and pull factors, recognising that migration is often influenced by a combination of danger, persecution, work, safety and opportunity. The curriculum introduces migration through these categories and distinguishes between economic migrants, refugees, forced migrants and voluntary migrants.
Students then examine Jewish migration to medieval England, including the invitation of Jewish communities after the Norman Conquest, their economic role and the development of Jewish communities. They explore how attitudes changed over time, culminating in increased persecution and the 1290 Expulsion of the Jews, when Jewish people were forced to leave England and lost homes and livelihoods.

The Early Modern period focuses particularly on Huguenot migration. Students examine religious persecution in France, including the St Bartholomew's Day Massacre, before considering why Huguenots sought refuge in England and how their skills contributed to industries such as silk weaving. The existing curriculum also places Huguenot communities in London, Canterbury and Rochester, creating an important local connection. Students compare this

experience with the treatment of other migrants, including John Blanke and Romani people, using contemporary evidence and historical interpretations to examine why some migrants were accepted while others experienced discrimination or legal persecution.

Attention then turns to Irish migration during the Industrial Revolution, examining the Potato Famine as a major push factor alongside employment opportunities in factories, construction and transport. Students consider the experiences of Irish migrants working as labourers and navvies, while also investigating poverty, overcrowded housing and discrimination.

Finally, students investigate the Windrush generation, placing Caribbean migration within the context of post-war Britain. They consider why migrants were encouraged to come to Britain, the contribution they made to sectors such as transport and healthcare, experiences of racism and discrimination and the later Windrush scandal.

Substantive knowledge develops through students' understanding of migration, push and pull factors, refugees, Jewish migration and expulsion, Huguenot migration, religious persecution, John Blanke, Romani migrants, Irish migration, the Potato Famine, industrial employment, Windrush and discrimination. Disciplinary knowledge develops particularly through change and continuity, causation, evidence and interpretations. Students explain why migration occurred, use evidence to reconstruct migrant experiences, compare attitudes across periods and judge the extent to which experiences changed over time.

Key vocabulary includes migration, immigration, migrant, refugee, asylum, persecution, discrimination, tolerance, push factor, pull factor, voluntary, forced migration, expulsion, contribution, continuity, change, source, evidence and interpretation.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students enter this enquiry with substantial contextual knowledge from earlier Year 8 topics. Their study of the Industrial Revolution helps them understand urban growth, industrial employment and the demand for labour that attracted migrants to Britain. Their work on Sugar and Slavery introduced forced movement, global migration, empire and the experiences of people from Africa, the Caribbean and India. The British Empire enquiry provides particularly important context for modern migration, helping students understand why Britain developed strong political, economic and cultural connections with communities across Africa, India, the Caribbean and other parts of the world. Students have also repeatedly developed their disciplinary understanding of causation, evidence, interpretation and comparison.	Students are challenged to move beyond general statements such as “migrants came for work” or “attitudes were mixed” and instead use precise historical examples to explain why particular groups migrated and why their experiences differed. They consider how attitudes could change dramatically within the same period. Jewish communities, for example, were initially invited and protected but were later persecuted and expelled. Similarly, students consider how migrants could be valued for their economic contribution while still experiencing hostility or discrimination. Students increasingly distinguish between different aspects of the migrant experience, including reasons for migration, journey, employment, settlement, treatment, government policy and contribution. More confident students identify meaningful continuities across very different periods, recognising that motives such as work, safety and escape from persecution recur repeatedly, while the scale, speed and geographical range of migration changed significantly.

This enquiry now brings these together through a sustained study of change and continuity across a long chronology.

The existing assessment already asks students to identify similarities and differences across periods and judge how far migration changed over time. The revised curriculum strengthens this by giving students fewer but more detailed anchor case studies to draw upon.

Students also use sources and interpretations critically, considering whose experiences are represented and whether individual examples can be used to make broader claims about migrant communities.

Wider Framework

How does this learning connect to future topics and bigger goals?

The enquiry strengthens students' understanding of how migration has shaped modern Britain, providing important context for later study of rights, identity, equality and social change. It also connects strongly to the Year 8 study of the British Empire, helping students recognise that many modern migration patterns developed from longstanding imperial and global connections rather than appearing suddenly in the twentieth century.

Students' study of discrimination, exclusion and campaigning also creates important links with the subsequent Suffragettes enquiry, where they examine another struggle for rights and representation.

Disciplinary progression is equally important. The sustained focus on change and continuity prepares students for later historical enquiries and GCSE, where they must identify patterns across time, explain why change occurred and judge the extent to which developments represented genuine transformation.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Students encounter migration as a longstanding feature of British history, challenging the misconception that Britain was historically isolated or culturally uniform. The movement of Jewish communities, merchants, Flemish workers, Huguenots, Irish labourers and Caribbean migrants demonstrates that Britain has been connected to wider European and global networks for centuries.

The enquiry also gives students opportunities to explore local history. Huguenot settlement in Canterbury and Rochester allows students to recognise that migration has shaped communities close to home, not simply major cities such as London. Individual stories deepen understanding further. The experiences of John Blanke, Jewish families facing expulsion, Huguenot refugees, Irish navvies and members of the Windrush generation allow students to consider how large historical processes affected real people.

Students therefore develop a more nuanced understanding of migration: migrant experiences could involve opportunity, safety and belonging, but also poverty, prejudice, persecution and exclusion.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect on ideas of home, belonging, identity and safety, considering what it means to leave one community and establish a life somewhere new. Students examine persecution, discrimination, racism, tolerance and social inclusion, considering how societies decide who is accepted and who is treated as an outsider.

Cultural understanding develops through recognising the contribution migrants have made to Britain's economy, industries, communities and cultural life over many centuries. There are strong connections with Geography through migration, push and pull factors, population change and global connections. Citizenship links include immigration, refugees, discrimination, equality and belonging. Religion and Worldviews connections emerge through Jewish

history, Huguenot persecution and questions surrounding religious tolerance. There are also useful links with English through testimony, interpretation and constructing evidence-based judgements.

Careers Framework Skills: Listening, Speaking and Adapting
Students develop Listening through engaging carefully with testimony and different migrant experiences. Speaking develops through discussion and defence of historical judgements. Adapting develops as students refine generalisations when they encounter evidence showing that migrant experiences were more varied than they initially assumed.

Careers: Immigration Lawyer, Community Development Officer and Demographer
An Immigration Lawyer advises people about migration, citizenship and their legal rights. A Community Development Officer works with different groups to strengthen local communities, while a Demographer analyses population data to understand patterns of migration and demographic change.

Students develop a historically informed understanding of a topic that continues to shape public debate. They learn to distinguish between broad claims about migration and the more complex evidence provided by individual experiences and historical context. Students strengthen chronological reasoning, comparison, evidence analysis, interpretation, causal explanation, change-and-continuity thinking and supported judgement.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• David Olusoga, Black and British: A Forgotten History – selected material exploring Black presence and migration within British history. • Robert Winder, Bloody Foreigners: The Story of Immigration to Britain – useful teacher reference for migration across a long chronology. • The National Archives – Migration Histories – primary documents and case studies relating to migration, refugees and settlement. • Migration Museum – exhibitions, testimonies and resources exploring the long history of migration to Britain. • Historic England / local archive material relating to Huguenot settlement in Canterbury, Rochester and the wider South East. • Primary sources and testimony, including medieval legal records, Tudor legislation, migrant accounts, newspaper material and Windrush testimony.	Throughout the enquiry, students demonstrate their developing knowledge through Rapid Recall, questioning, source analysis, short causal explanations, comparison and change-and-continuity activities. Students repeatedly return to four anchor case studies; Jewish migrants, Huguenots, Irish migrants and the Windrush generation, while using smaller examples to broaden their understanding. Students complete an assessment based on the overarching enquiry: “How far has the migrant experience in Britain changed over time?” Substantive Knowledge: 50% - Students demonstrate secure understanding of the reasons for migration, experiences, treatment and contributions of Jewish migrants. Disciplinary Knowledge: 50% - Students demonstrate their ability to identify and explain change and continuity, compare experiences across periods, select precise supporting evidence and reach a supported judgement about the extent to which migrant experiences changed over time.

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Term 6 Topic		Women's Suffrage

Big Picture
What are the main ideas and big questions in this topic?

This enquiry investigates the struggle for women's political rights in Britain, exploring why women were denied the vote and how campaigners challenged political and social inequality during the late nineteenth and early twentieth centuries. Students begin by examining the position of women before 1900, considering inequalities in politics, education, employment, property, marriage and wider society. This provides the context needed to understand why demands for political representation became increasingly significant.

Students then investigate different approaches to campaigning, comparing the constitutional methods of the Suffragists (NUWSS) with the increasingly militant actions of the Suffragettes (WSPU). Rather than presenting either group as solely responsible for change, students examine different methods and consider their effectiveness. The enquiry explores some of the more difficult aspects of the campaign in greater depth, including militant direct action, imprisonment, hunger strikes, force-feeding and the Cat and Mouse Act. Students use the case of Emily Wilding Davison to investigate how evidence can produce different interpretations of the same individual and event.

Finally, students examine the impact of the First World War and consider why some women gained the vote in 1918, before the franchise was extended on equal terms with men in 1928. Throughout the enquiry, students return to the overarching question: ***How did women fight for the vote?***

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop an understanding of the political and social position of women before 1900, recognising that the campaign for the vote formed part of a much broader struggle surrounding women's rights and opportunities. They investigate the development of organised campaigning and compare the Suffragists and Suffragettes, considering differences in leadership, membership, methods and attitudes towards political change. Students encounter individuals including Millicent Fawcett and Emmeline Pankhurst and consider why campaigners disagreed over the most effective way to achieve women's suffrage.

Students examine how Suffragette militancy developed, including protests, disruption, property damage and arson, alongside the government's response. They investigate arrests, imprisonment, hunger strikes and force-feeding and consider how publicity could simultaneously strengthen the campaign and alienate potential supporters. The experience of Emily Wilding Davison provides a focused historical investigation. Students examine evidence surrounding her actions at the 1913 Epsom Derby and consider contrasting interpretations of whether she intended to die, developing an understanding of the difficulty historians face when evidence is incomplete or contested.

Students then investigate the impact of the First World War, examining women's contribution to munitions, transport, agriculture and other areas of wartime employment. They consider how far wartime service changed attitudes towards women and whether the war was the principal reason some

women received the vote in 1918. Students finally place 1918 within a longer struggle for equality, recognising that the Representation of the People Act did not give all women equal voting rights with men, and that equal voting rights were not achieved until 1928.
Substantive knowledge develops through students' understanding of women's rights before 1900, suffrage, Suffragists, Suffragettes, NUWSS, WSPU, militancy, direct action, imprisonment, hunger strikes, force-feeding, Emily Davison, the First World War and voting reform in 1918 and 1928. Disciplinary knowledge develops particularly through causation, evidence, interpretations and significance. Students evaluate campaigning methods, analyse conflicting evidence, consider different interpretations of Emily Davison and explain how several factors contributed to political change.

Key vocabulary includes suffrage, franchise, Suffragist, Suffragette, NUWSS, WSPU, militant, direct action, protest, hunger strike, force-feeding, Cat and Mouse Act, representation, discrimination, equality, interpretation, evidence, causation and significance.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students enter this enquiry having repeatedly investigated how individuals and groups have challenged existing systems of power.

Their study of Sugar and Slavery introduced resistance, campaigning and abolition, while the Revolutions enquiry developed their understanding of political dissatisfaction, protest and demands for representation.

The British Empire enquiry strengthened students' ability to work critically with sources and interpretations and recognise that historical experiences vary according to perspective. Their study of Migration further developed their understanding of discrimination, exclusion, identity and changing attitudes across time.

Students now bring these strands together to examine a sustained campaign for political and social change within Britain.

The enquiry also develops their disciplinary understanding further. Rather than simply identifying why change occurred, students consider the relative importance of different factors, including peaceful campaigning, militant action, changing social attitudes and the First World War.

Pitch Up
How will we challenge ourselves?

Students are challenged to move beyond the simple narrative that "the Suffragettes won women the vote." They compare Suffragist and Suffragette methods and recognise that different forms of campaigning could have both positive and negative consequences. Militant action generated enormous publicity, for example, but could also provoke hostility towards the campaign.

Students examine difficult historical evidence surrounding imprisonment, hunger strikes and force-feeding, considering how government responses influenced public attitudes. The Emily Davison investigation provides disciplinary challenge. Students weigh conflicting evidence rather than if historians can always know precisely what someone intended to do.

Students also consider whether the First World War caused women to receive the vote or accelerated a change that was already underway, requiring them to connect factors rather than produce a single-cause explanation.

More confident students recognise that 1918 represented both change and continuity: millions of women gained political representation, but voting equality had still not been achieved.

Wider Framework
How does this learning connect to future topics and bigger goals?

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

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This enquiry completes a significant strand running through Year 8 concerning power, inequality, resistance and political change. Students have encountered people challenging slavery, imperialism, political systems, discrimination and now gender inequality. The Suffrage enquiry allows them to consider how political change can be achieved through campaigning, protest, publicity, direct action, changing attitudes and legislation.

The study also provides important context for later twentieth-century History, including changing gender roles, democracy and political participation. At GCSE, students will repeatedly draw upon the disciplinary knowledge developed here. Evaluating evidence and interpretations supports Weimar and Nazi Germany, while explaining causes and consequences and weighing the relative importance of factors is required throughout the Edexcel History course.

Students encounter the women's suffrage campaign as part of a much broader history of women's rights, rather than an isolated struggle over voting. They recognise that women experienced restrictions in areas including education, employment, property, marriage and political participation, while also recognising differences created by class and economic position.

Individual stories deepen the enquiry. Millicent Fawcett and Emmeline Pankhurst illustrate contrasting approaches to campaigning, while the experiences of imprisoned Suffragettes reveal the physical consequences of political protest. Emily Wilding Davison provides a particularly powerful example of how historical reputations are constructed. Her death at the Derby became one of the most famous moments of the campaign, yet historians continue to debate her intentions.

Students also recognise that political rights developed gradually. The 1918 Representation of the People Act represented an important breakthrough but still excluded many younger women, meaning that the story did not end until equal voting rights were achieved in 1928.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon courage, conviction and personal sacrifice, considering why individuals may be prepared to risk their freedom, safety or reputation for a cause they believe to be just. Students explore gender inequality, discrimination, political representation and equality before the law. They consider moral questions surrounding protest, including whether violence or damage to property can ever be justified in pursuit of political change. Cultural understanding develops through recognising how changing expectations surrounding women's roles helped transform modern British society.

There are particularly strong links with Citizenship through democracy, voting, protest, political participation and equality. English connections develop through analysing speeches, propaganda, newspapers and competing interpretations. Links with Religion and Worldviews emerge through questions surrounding equality, justice, morality and the use of violence in campaigning.

Careers Framework Skills: Speaking, Listening and Leadership
Students develop Speaking by constructing and defending judgements about campaigning methods. Listening develops through considering competing perspectives before reaching conclusions. Leadership is explored through the strategies and decisions of campaigners including Fawcett and Pankhurst and through considering how movements organise people around a shared objective.

Careers: Campaign Officer, Equality and Diversity Adviser and Parliamentary Researcher

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A Campaign Officer plans activities designed to raise awareness and influence change. An Equality and Diversity Adviser helps organisations identify and challenge unfair barriers, while a Parliamentary Researcher investigates issues and evidence to support political debate and decision-making.

Students develop a stronger understanding of democratic rights and political participation, recognising that rights which may now appear established were often achieved through long periods of campaigning and disagreement. They also learn to question simplified claims about political change and consider the evidence before deciding which individuals, organisations or events were most significant. Students strengthen source analysis, interpretation, causal reasoning, evaluation, debate, evidence selection and supported historical judgement.

Resources
What books, websites, videos and materials will support our learning?

- Diane Atkinson, Rise Up, Women! The Remarkable Lives of the Suffragettes – selected stories and scholarship on the individuals involved in militant suffrage campaigning.
- June Purvis, Emmeline Pankhurst: A Biography – useful teacher reference and selected interpretation of Pankhurst and the WSPU.
- The National Archives – Women and the Vote – government documents, photographs and primary evidence relating to Suffragettes, imprisonment and political reform.
- Museum of London – Suffragette collections – objects, photographs and evidence connected with the WSPU and campaigning in London.
- UK Parliament – Women and the Vote – historical material relating to campaigning and the Representation of the People Acts.
- Contemporary evidence, including Suffragette propaganda, newspapers, photographs, prison records, political cartoons and evidence surrounding Emily Davison.
- Department teacher-led resources – enquiry slides, source investigations, interpretation activities, retrieval practice, modelling and assessment preparation.

Assessment
How will we show what we know, remember and can apply?

Throughout the enquiry, students demonstrate their developing understanding through Rapid Recall, questioning, source analysis, comparison of campaigning methods, interpretation work and causal explanation. Students regularly consider the relative effectiveness of Suffragist and Suffragette methods, while evidence surrounding Emily Davison provides an opportunity for more sustained source evaluation and interpretation.

The final part of the enquiry requires students to draw together different explanations for political change, including long-term campaigning, Suffragist methods, Suffragette militancy and the contribution of women during the First World War.

The assessment returns to the overarching enquiry: “How did women fight for the vote?”. Students demonstrate knowledge of different campaigning methods and use evidence to explain how women challenged political inequality before reaching a supported judgement about the contribution of different approaches to the campaign.

Substantive Knowledge: 50% - Students demonstrate secure understanding of women's position before 1900, the Suffragists and Suffragettes, campaigning methods, government responses, Emily Davison, women's wartime contribution and voting reform in 1918 and 1928.

Disciplinary Knowledge: 50% - Students demonstrate their ability to select precise historical evidence, explain the significance and effectiveness of

	different campaigning methods, analyse historical interpretations and construct a supported judgement about how political change was achieved.