History
Year 8 Implementation At New Line Learning Academy, the History Department aims to offer a rich and inclusive curriculum that inspires curiosity about the past and highlights the significance of global historical events. Our program is structured to help all students develop a passion for history while building key skills in critical thinking, research, and communication, equipping them with the tools to succeed in their future pursuits. We are committed to ensuring that every student: Becomes a motivated and reflective individual, making strong progress in their understanding of history. Expands their vocabulary to support both academic growth and personal development. Cultivates an increased awareness of diverse cultures and historical contexts that they can apply beyond the classroom. Learns to communicate ideas effectively, both in writing and speech, and collaborates with others to achieve meaningful outcomes.

Year 8 Term 1	
Big Picture	**<u>What were the causes and key features of the Industrial Revolution 1750-1900?</u>** This unit will focus on how the advent of machinery transformed the social and political landscape of the UK.
Zoom in	Topics studied: How did Britain manufacture goods before 1750? What was public Health like in the Industrial period? What inventions transformed manufacturing? What were 'Iron Horses'? What impact did the Industrial Revolution have on people's lives?
Pitch it up	Students will study the Industrial Revolution's impact and thus be able to make links with how and why the 20th Century economy developed so rapidly.
Pre-requisite knowledge	Students have studied the impacts of climate change in Geography, so will understand what the more negative impacts of industrialization can be.

Wider framework next steps	The Industrial period is a key part of GCSE medicine. It also links heavily to KS4 Geography.
Curriculum hinterland	Everyday students see the effects, benefits and drawbacks to industrialisation. This unit should equip students to understand how their 'modern' world came to be- and also how to protect it.
Authentic connections	Geography KS4- Climate change and History at KS4- Industrial medicine. Studying the Industrial Revolution supports SMSC by exploring social change, working conditions, and moral issues like child labour. It encourages reflection on justice, human rights, and technological progress. Students consider class divisions, economic impact, and cultural shifts, developing empathy, ethical awareness, and an understanding of responsibility in society.
Resources	
Britannica- Industrial Revolution An encyclopaedia website with details on every aspect of the Industrial Revolution. Industrial Revolution | Definition, History, Dates, Summary, & Facts | Britannica	
Assessments	
Students will sit an end of term assessment on the causes, key features and effects Industrial Revolution.	

Year 8 Term 2	
Big Picture	What was the Slave Trade and how was it abolished? This unit will focus on why the trans-Atlantic slave trade was established, what conditions slaves faced and how the practice was eventually abolished in the United Kingdom.
Zoom in	Topics studied: Why was the Trans-Atlantic Slave Trade established by the British? What was the middle passage? What were the conditions like for slaves on plantations? Why did slaves revolt against British rule? How and why was Slavery abolished by the UK?
Pitch it up	Students will study the Industrial Revolution's impact and thus be able to make links with how and why the 20th Century economy developed so rapidly.

Pre-requisite knowledge	Students have studied the impacts of climate change in Geography, so will understand what the more negative impacts of industrialization can be.
Wider framework next steps	This will be studied in GCSE citizenship under' rights and responsibilities' and 'political power'.
Curriculum hinterland	Unfortunately, more people are enslaved today that in this period of study. The unit will allow students to explore ways in which we can safeguard the freedoms of all in a liberal democracy.
Authentic connections	Citizenship KS4 and British values. Studying the slave trade supports SMSC by confronting injustice, human rights abuses, and moral wrongdoing. It encourages reflection on racism, exploitation, and resilience. Students develop empathy for victims, understand the social and cultural impacts, and learn the importance of equality, respect, and standing against oppression and discrimination.

Resources
BBC Bitesize- The Tran-Atlantic slave trade An interactive look at the British slave trade. The transatlantic slave trade - KS3 History - BBC Bitesize
Assessments
Students will sit a source assessment of the conditions of slaves in both the middle passage and on the plantations.

Year 8 Term 3	
Big Picture	**<u>What was life like in Asia and Australasia under the British Empire in the 18th and 19th centuries?</u>** This unit will focus on Asian and Oceanic history, looking at the reasons for the British conquest of these regions, and how the British impacted the lives of the native settlers.

Zoom in	Topics studied: Why did the British colonise India? Was the British empire a positive or a negative influence in Indian life? How did Ghandi resist the British? Who were the aboriginals? Who were the Maori? What is the legacy of British rule of Australasia?
Pitch it up	Students will engage with histories that they may not have encountered before, so this unit will always relate back to the influence of these countries on Britain today.
Pre-requisite knowledge	Students may have studied the Indian Raj, but are unlikely to have studied Australasian history. Lessons will have introductory sessions on these countries, with geography links to help understanding.
Wider framework next steps	The British Empire is a GCSE option and a key study in many A Level programmes.
Curriculum hinterland	Should Britain be proud of its past? This unit will include historiography of the period in an attempt to answer this challenging question.
Authentic connections	Geography links are made to establish the locations of the countries studied. Studying the British Empire supports SMSC by exploring power, colonization, and cultural exchange. It encourages reflection on justice, exploitation, and identity. Students examine the impact on societies, ethics of imperialism, and resistance movements, developing empathy, critical awareness, and understanding of diversity, global history, and cultural responsibility.
Resources	
BBC Bitesize- British India An interactive look at the British conquest and rule of the sub-continent. British colonialism in India - The British Empire - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize Kids Britannia- Colonia Australia An young student breakdown of the topic. Colonial Australia - Kids | Britannica Kids | Homework Help	
Assessments	

Students will sit a source assessment of the impact of British rule on both Asia and Australasia.	
Year 8 Term 4	
Big Picture	**<u>What caused the 'Age of Revolutions'?</u>** This unit will focus on the popular protests that swept the world and toppled governments in the Industrial period.
Zoom in	Topics studied: What was the Enlightenment? Why were the 13 colonies established? What cause the War of Independence? Why did the French revolt in 1789? Why was the Storming of the Bastille important? What caused the Haitian revolution?
Pitch it up	Do all revolutions have a common cause, or is each different? Students will be expected to make links, and differences, between different political revolutions of the period.
Pre-requisite knowledge	Students will have some understanding of the French Revolution, and may even know that Napoleon tried to invade parts of Europe to strengthen France.
Wider framework next steps	The American and French Revolutions (and Napoleon) is a key study at A level.
Curriculum hinterland	We will look at how history has oft repeated itself, and how we can spot the seeds of revolution in our own lives.
Authentic connections	Links are made with Citizenship KS4 regarding diplomatic relations- how and why do countries go to war? What can be done to stop this? Studying the French and American Revolutions supports SMSC by exploring ideas of liberty, justice, and democracy. It encourages reflection on freedom, equality, and social change. Students develop critical thinking, moral awareness, and empathy, understanding the impact of revolution on human rights, governance, and cultural identity
Resources	

History Extra- French revolution A timeline of the key events in this period.
Assessments
Students will sit a source assessment of the causes and key features of the Napoleonic Wars.
Year 8 Term 5

Big Picture	**Thematic study 1- Rights and Power** **How did the Civil Rights movement develop in the USA in the 20th Century?** This unit will form terms 5 and 6, looking at how citizens have gained power under difficult and challenging circumstances. In this unit, we look at how civil rights in the USA has been achieved for African Americans.
Zoom in	Topics studied: What were conditions like in the 'Deep South' in the 1950s? How did the case of Emmitt Till change perceptions of interacial violence? What was the impact of the Bus Boycott? How did Martin Luther King lead the Civil rights movement? How far have civil rights been achieved for Black Americans?
Pitch it up	Students will engage in a variety of sources, including clip from the movie Selma to understand and interpret accounts of racism in 20th Century America, and how these were overcome.
Pre-requisite knowledge	Students will have an understanding of Martin Luther's Kings 'I have a dream' speech as many junior schools cover this. Assemblies are also held on Martin Luther King day in January.
Wider framework next steps	The next unit also focuses on the struggle for power (for women in Britain). Students will use knowledge of forms of resistance to compare and contrast how this was achieved compared to this unit.

Curriculum hinterland	Racism and equality are, unfortunately, issues that blight societies. This unit will give a better understanding of how rights are achieved, and how we protect them.
Authentic connections	Geography links are made to establish the locations of the countries studied. Studying the US Civil Rights movement supports SMSC by exploring justice, equality, and human rights. It encourages reflection on racism, activism, and social change. Students develop empathy, understand the importance of standing against discrimination, and appreciate the ongoing struggle for freedom, fairness, and cultural diversity.
Resources	
BBC Bitesize- British India An interactive look at the Civil Rights movement in the USA. Civil Rights BBC	
Assessments	
Students will sit a source assessment of the Civil rights movement in the 1950s and 60s.	
Year 8 Term 6	
Big Picture	**Thematic study 2- Rights and Power** **How was the female franchise achieved in 1918?** This second thematic unit will focus on how women secured the vote in 1918, and what challenges they faced in doing so.
Zoom in	Topics studied: Why could we describe Britain as a patriarchal society pre 1918? Who were the suffragists? Who were the suffragettes? Who were the leading figures of the suffragette movement? What was the role of women in WWI? How was the female franchise achieved in 1918?
Pitch it up	Students will encounters views and attitudes that seem outdated and wrong in this unit. We ask; can and should we judge history by modern standards, or is that simply anachronistic?

Pre-requisite knowledge	Students have had assemblies on gender equality and this has also featured in the PSHE curriculum.
Wider framework next steps	The role of women in WWI was a key reason for the success of the war for Britain- this is good contextual knowledge for year 9's study of this conflict.
Curriculum hinterland	Studying the role of women in history is often shunned or overlooked, and so this unit will give students a female-led topic to explore. The hope is that this will open up other avenues of inquiry of the role of women in events.
Authentic connections	There are strong links with Citizenship GCSE in voting rights and democracy. This also links to the PSHE curriculum and British values.

Resources
BBC Bitesize- The Suffragettes An interactive look at the the role of the Suffragettes in gaining the vote. The Suffragette Movement - BBC Bitesize Imperial War Museum- Women in WWI A useful link with sources of information and video links. The Vital Role Of Women In The First World War (iwm.org.uk)
Assessments
Students will sit an assessment on how women achieved the vote.