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| This period of sequencing allows students to investigate the impact of change between the 18th – early 20th Century. It focuses on concepts such as monarchy, revolution and social change and looks more widely at their impact on society. Throughout this sequence students are asked to draw conclusions on key historical events and in some cases make explicit connections to modern society. |
| Topic 1:  The French Revolution**STUDENTS MUST KNOW:*** Why were the French angry at their King?
* The storming of the Bastille
* The consequences of the revolution
* The public response to the revolution

**HOW THIS WILL BE ASSESSED:**Students will use sources to come to a conclusion about how the public responded to the events of the French revolution. | **Topic 2:**  The British Empire and Slavery**STUDENTS MUST KNOW:*** What was empire?
* The importance of trade on the empire
* The British Empire and India (incl the Amritsar Massacre)
* What was Africa like before slavery
* Slavery – trade triangle, plantations and abolition.

**HOW THIS WILL BE ASSESSED:** Should the King apologise for the Amritsar massacre?What was life like on a plantation? | **Topic 3 :** The Industrial Revolution**STUDENTS MUST KNOW:** * Change in Britain between 1700-1900
* The growth of factories
* Population explosion during the Industrial Revolution
* Living conditions in Dudley during the Industrial Revolution
* Child Labour in the Industrial Revolution

**HOW THIS WILL BE ASSESSED:** End of topic assessment  |
| **Topic 4:** The Suffragettes **STUDENTS MUST KNOW:** * Who were the Suffragettes?
* How did the Suffragettes protest?
* Emily Davidson- suicide or protest?
* Portrayal of the Suffragette movement in film
* The impact of WW1

**HOW THIS WILL BE ASSESSED:** Students will write a judgement about the historical accuracy with which the Suffragettes have been portrayed. |  |  |
| **Embedding this knowledge can be supported at home by** **an array of videos that focus on the early modern and industrial history. BBC Bitesize have various videos including the British Empire and Industrialisation which will serve to consolidate knowledge.**  |