



YEAR 8, 2023-2024 Spring TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic:

French Revolution

British in India



<p>Curriculum Intent</p> <p>Skills/National Curriculum Links</p>	<p>Pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>Why have historians labelled the French Revolution as a 'turning point'? The French Revolution is seen as a turning point in European history due to its profound and far-reaching impacts. It challenged the traditional social and political order, inspired ideas of democracy, equality, and individual rights, and set the stage for future revolutionary movements and political changes across Europe. Understanding the causes, events, and repercussions of the French Revolution provides valuable insights into the struggle for freedom and the transformation of societies</p> <p>Were the British a 'force for good' in India? Determining whether the British Empire was a "force for good" in India is a complex question. Different interpretations exist, with some highlighting the positive aspects brought by British rule, such as modernisation and infrastructure development. However, others emphasize the negative consequences, including economic exploitation and cultural suppression. Understanding the nuances of this historical debate requires considering multiple perspectives, examining primary sources, and evaluating the long-term effects of British colonisation in India. It is essential for students to recognise that historical events are subject to interpretation and that the impact of the British Empire on India had both positive and negative dimensions.</p>
<p>Spiritual, moral, social, and cultural development</p>	<p>Studying the French Revolution and British colonialism in India can help students develop spiritually by encouraging critical thinking and ethical reflection. It supports moral development by exploring moral dilemmas and promoting social responsibility. Socially, it enhances cultural awareness and understanding of power dynamics. Culturally, it encourages appreciation of historical heritage and exploration of artistic and intellectual contributions.</p>
<p>Numeracy</p>	<p>Chronological order of key events. Key statistics.</p>
<p>Literacy</p>	<p>Vocabulary Tier 2: Revolution, Monarchy, Aristocracy, Democracy, Constitution, Radical, Enlightenment, Liberty, Equality, Empire, Colonisation, Imperialism, Colony, East India Company, Sepoy, Raj Vocabulary Tier 3: Change , primary source, secondary source, provenance, utility, chronology Reading: Students will be provided with reading opportunities every lesson and will start to engage with historical sources both primary and secondary. Writing: Students will complete writing tasks in every lesson which will include tasks such as summarizing knowledge, answering comprehension questions and evaluating factors and sources. Oracy: Students will be encouraged to feedback on their ideas and their opinions, Class reading is also a feature of many lessons.</p>
<p>Becoming future ready</p>	<p>Careers/Employability: A study of history lends itself to careers such as Archaeologist, Librarian, Reporter, Political analyst, Heritage manager, Business consultant, Historian or a career in law.</p>
<p>Adaptation</p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<p>QFT/SEND Provision</p>	<p>By product: Students will all need to produce the same outcome, but lower sets will be provided with extra scaffolding such as sentence starters, writing frames, key word lists and more extensive modelling. By resource: Historical sources and reading materials will be adapted for the bottom sets. By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<p>Implementation Curriculum Delivery</p>	<p>To be able to: French Revolution <u>Substantive knowledge:</u></p>

<p>Learning Outcomes (Powerful Knowledge)</p>	<p>Students should know:</p> <p>Europe and France before the Revolution: Before the French Revolution, Europe was primarily governed by absolute monarchies and a rigid social hierarchy. France, in particular, was plagued by economic hardships, social inequality, and political corruption, creating a tense environment ripe for change.</p> <p>Hatred of the Bourbon Monarchy: The Bourbon monarchy, represented by King Louis XVI, was despised by many due to its extravagance, oppressive policies, and indifference to the suffering of the lower classes. This widespread discontent and resentment played a significant role in fuelling the revolution.</p> <p>The Three Estates: French society was divided into three estates: the clergy, nobility, and commoners. The lower classes, comprising the majority of the population, faced heavy taxation and lacked political representation, exacerbating their frustration and desire for change.</p> <p>Financial Problems: France faced severe financial issues, mainly due to costly wars, lavish spending by the monarchy, and an inefficient taxation system. The burden fell disproportionately on the third estate, worsening their economic hardships and further fuelling their grievances.</p> <p>Main Events of the 1789 Revolution: The French Revolution began in 1789 with the Tennis Court Oath and the subsequent storming of the Bastille prison, symbolising the people's defiance against the monarchy.</p> <p>Reactions to the French Revolution in Britain: The French Revolution had a profound impact on Britain. Initially, it sparked a mix of support and fear among the British population. However, as the revolution became more radical and violent, fear of revolutionary ideas grew, leading to repressive measures and a crackdown on dissent.</p> <p>Peterloo Massacre: The Peterloo Massacre occurred in 1819 when British authorities brutally suppressed a peaceful protest demanding political reform and suffrage. This event was influenced by the fear of revolutionary ideas inspired by the French Revolution and highlights the tension and repression present in Britain during this period.</p> <p>Great Reform Act: In response to growing demands for political reform, the British Parliament passed the Great Reform Act of 1832. This act aimed to address some of the social and political inequalities and expanded voting rights, although it fell short of universal suffrage.</p> <p>Disciplinary knowledge:</p> <p>The concept of 'significance' is important to historians as it helps them determine the importance and impact of historical events, people, or ideas. When historians say that an event like the French Revolution was 'significant,' they mean it had a lasting and influential effect on society, politics, or culture. They can use criteria to consider this such as the '5 Rs' suggested by Christine Counsell.</p> <p><u>British in India</u></p> <p><u>Substantive knowledge</u></p> <p>Students should know the following:</p> <p>An empire refers to a large political entity that extends its influence over other territories, usually through colonisation or conquest. Evaluating whether an empire is a "force for good" involves examining different perspectives and interpretations of its impact.</p> <p>India Before British Colonisation: India had a rich history and diverse cultures long before the arrival of the British. It was home to advanced civilizations, flourishing trade, and influential empires like the Mughals. Indian society had its own systems of governance, arts, religions, and economic structures.</p> <p>East India Company: The East India Company, a British trading company, gradually expanded its control in India during the 18th century. Initially established for trade, it eventually gained political and military power, ultimately becoming the de facto ruler of India.</p> <p>Indian Mutiny: The Indian Mutiny, also known as the Sepoy Rebellion or First War of Independence, occurred in 1857. It was a significant uprising against British rule, sparked by various grievances including cultural insensitivity, religious tensions, and economic exploitation.</p> <p>Impact of the British Raj: The British Raj refers to the period of direct British rule in India from 1858 to 1947. While the British implemented some positive changes like introducing modern infrastructure, education, and legal systems, the overall impact was mixed. Indians experienced economic exploitation, loss of sovereignty, cultural marginalization, and social inequalities.</p> <p><u>Disciplinary knowledge</u></p> <p>Understanding the nuances of this historical debate requires considering multiple perspectives, examining primary sources, and evaluating the long-term effects of British colonisation in India. It is essential to recognise that historical events are subject to interpretation and that the impact of the British Empire on India had both positive and negative dimensions.</p> <p>These link to PLC statements that pupils have in their books.</p>
	<p>Current learning to be developed in the future within:</p>

Assessment	See feedback policy.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.