

# Ralph Sadleir School

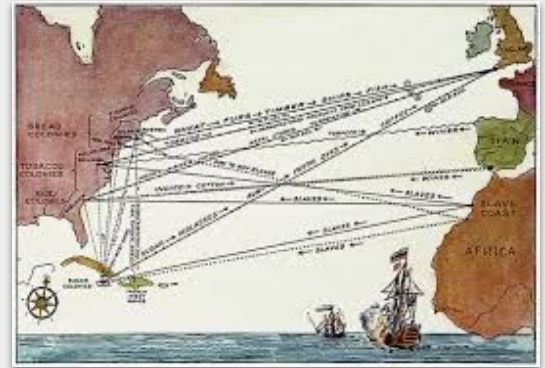
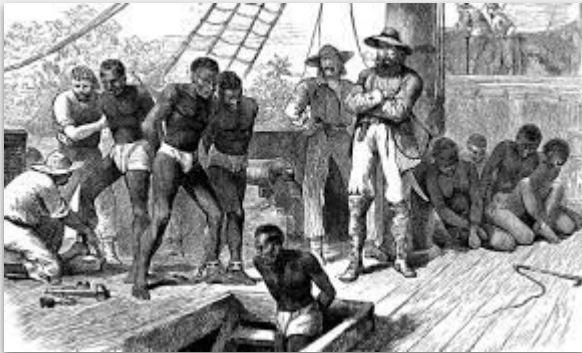


**'Students of Today, Citizens of Tomorrow'**

**Year 8**  
**History**

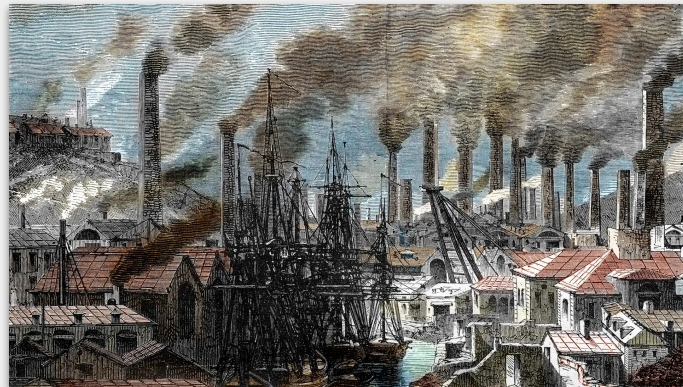
## The British Empire and Slave Trade

In this topic, students will learn about the transatlantic slave trade—how and why it started and Britain’s role in it. They will study real historical sources to see how African people were captured, taken across the ocean, and forced to live in terrible conditions on slave ships. By looking at different sources, they will learn about life on these ships and plantations and how enslaved people were treated unfairly. Students will also study slave auctions and how people lost their identities. They will explore how enslaved people resisted and learn about important people who helped end slavery. Students will think carefully about different sources, decide which are most useful, and make judgments about what really happened. Finally, they will look at the main reasons slavery ended and decide which were most important. This topic helps students develop empathy, think critically, and understand how slavery shaped history.



## The Industrial Revolution

This topic helps students learn about the Industrial Revolution and how Britain changed between 1750 and 1900. They will explore how Britain was ruled in 1750 and how it developed into a powerful nation. Students will study the major changes, including improvements in farming, which led to a rapid population increase. They will compare life before and after these changes to understand their impact. The topic also looks at how cloth was made in the domestic system before factories, and how industrial growth transformed the textile and coal industries. Students will examine life in industrial towns, considering how factories and urbanization affected people's lives. They will explore the impact of railways and advances in travel. Finally, they will investigate how the Industrial Revolution affected local areas like Standon and Puckeridge. This topic helps students develop judgment skills, organize information, and understand how history shaped modern Britain.



## Victorian Life

In this topic, students will explore Victorian society by looking at different social classes and judging their experiences using historical sources. They will study the lives of working-class Victorians, first focusing on adults and then on children, using various sources to develop their writing and analysis skills. Students will investigate the causes of poor living conditions and use evidence to explain them. They will also learn about key Victorian reformers and argue how they contributed to improving society. The topic covers medical advancements, comparing changes over time and their effects. Students will assess the legacy of important inventors and their inventions. They will also examine how crime was viewed in the Victorian era and how those perceptions changed. Finally, they will study the origins of the first police force, why officers were called "peelers" or "bobbies," and how this shaped modern policing.



## The Suffragettes

In this topic, students will explore the differences between men's and women's rights in the 1800s and whether women's rights began to change by 1900. Using historical sources, they will analyze the lives of Victorian women and compare the suffragettes and suffragists, assessing their impact and motivations. Students will make judgments on whether the suffrage movement was justified and examine how the suffragettes promoted their cause, even designing their own campaign items. They will study key figures like Emmeline Pankhurst and Emily Davison, using evidence to evaluate their contributions. Students will compare Victorian opinions on the suffragettes and analyze how World War II helped change views on women's roles in society. Finally, they will assess the success of the suffrage movement, considering both short-term and long-term effects. This topic helps students develop skills in source analysis, critical thinking, and structured argument.



## The Suffragettes

In this topic, students will learn about the Holocaust using primary and secondary sources to understand key events and terms. They will explore Nazi ideologies, examining their causes and effects, and analyze how the Nazi Party restricted Jewish rights. By studying propaganda, students will learn how the Nazis spread antisemitic messages. They will use sources to understand the purpose and impact of ghettos and empathize with Jewish children who lived under Nazi rule, exploring ways they were protected. Students will also study the Nazis' "Final Solution" and its devastating effects. Through primary sources, they will examine the role of concentration camps and their purpose. Finally, they will explore Holocaust memorials, discussing their importance and effectiveness in remembering history. This topic helps students develop critical thinking, source analysis skills, and a deeper understanding of the Holocaust and its lasting impact.

### FIRST THEY CAME

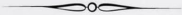
*Martin Niemöller*

First they came for the Socialists,  
and I did not speak out –  
Because I was not a Socialist.

Then they came for the Trade Unionists,  
and I did not speak out –  
Because I was not a Trade Unionist.

Then they came for the Jews,  
and I did not speak out –  
Because I was not a Jew.

Then they came for me –  
and there was no one left  
to speak for me.



## Civil Rights

In this topic, students will learn about the Civil Rights Movement, why it was necessary, and how it changed American society. They will study key events such as the Montgomery Bus Boycott, the March on Washington, and the Civil Rights Act of 1964. Students will explore the roles of important figures like Martin Luther King Jr., Rosa Parks, and Malcolm X, as well as the impact of segregation and Jim Crow laws on African Americans. They will examine different methods of protest, from nonviolent resistance to more radical approaches, and learn how the U.S. government, courts, and public opinion influenced civil rights laws. Students will also develop skills in analyzing historical sources, such as speeches and photographs, and compare different perspectives on the movement. They will make judgments on the effectiveness of various strategies and develop empathy by understanding the experiences of those who fought for civil rights.

