

History Year 8 Curriculum Overview 2025-26



Year 8 Overview: Expanding Worlds

The English Civil War: How far was Charles I to blame for starting the Civil War?

Following the Tudor unit, which focuses on the power of the monarchy, this unit follows the events of King Charles I and the clash with Parliament. Students answer the question; "How far was Charles I to blame for starting the Civil War?"

The Age of Revolution: How was the world made over?

A comparison of three revolutions: American, French and Haitian. Students analyse how far did the new ideas of the Enlightenment change thinking in these countries answering, "The Age of Revolution was caused by enlightenment thinking." How far do you agree?

The Slave Trade: Why did the Slave Trade end?

Pupils will gain a knowledge of the history of slavery and its legacy. This focuses on how people became enslaved, life for enslaved people and the campaign to end the Slave Trade, with the work of both black and white abolitionists.

The Industrial Revolution: How far did the Industrial Revolution change England?

This unit focuses on both the national and local issues of the Industrial Revolution and the way it impacted on the development England as a whole, but also specifically Lancashire. Links will also be made to the enslaved people working on the cotton plantations that fed the Industrial Revolution. Students answer, 'How far did the Industrial Revolution change England?' This takes the issues from Lancashire and looks at them on a much larger scale.

How did experiences of the British Empire vary across the globe?

This looks at case studies from Australia, India and Africa. Ultimately, students look at the impact of the British empire on their colonies and focus on the effect that colonisation had. Students answer, 'Discuss the impact of the British Empire on their colonies.'

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What was the experience of soldiers during the First World War?

Studying the First World War draws together the students' recent study of Britain's place in the world and new industrial developments that will also change the nature of warfare. Looking first at trench warfare, weaponry and soldiers from the empire. Students then look at the effects of fighting on the Western Front, with a focus on Verdun and the Somme. Pupils then use sources to evaluate 'Does Douglas Haig deserve the title "Butcher of the Somme"?' Following this, students look at the end of the war with America's entry and the signing of the Armistice in 1918.

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p>1-6 (Autumn 1)</p>	<p>The English Civil War: How far was Charles I to blame for starting the Civil War?</p> <p><i>the development of Church, state and society in Britain 1509-1745</i></p> <p><i>a local history study</i></p>	<p><u>Key Knowledge</u></p> <p><u>King Charles I</u> Charles I was king of England between 1625-1649. He believed devoutly in the Divine Right of Kings, often acting without consulting Parliament. His actions led to the start of the English Civil War, which he lost in 1649, resulting in his execution.</p> <p><u>Parliamentarians</u> <u>John Pym</u> John Pym was a parliamentarian and fierce enemy of Charles I. He often criticised Charles, producing pamphlets opposing the king. He was one of 5 MPs who Charles tried to arrest in 1642.</p> <p><u>Oliver Cromwell</u> Oliver Cromwell was an English leader and Parliamentarian. He led Parliament during the English Civil War, reorganising the army into the New Model Army. He served as Lord Protector of the Commonwealth after Charles' execution from 1653-1658.</p> <p><u>Richard Cromwell</u> Son of Oliver Cromwell, he served as Lord Protector after Oliver's death. He only served 9 months before giving up power to make way for the restoration of Charles II to the throne.</p> <p><u>Key Events</u> <u>Religion</u></p>	<p><u>Deliberate Practice</u> To what extent were the actions of Charles I to blame for starting to English Civil War?</p> <p><u>Knowledge Test</u></p> <p><u>End of Topic Assessment</u> Does Oliver Cromwell deserve his statue?</p>

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- Charles was married to a Catholic and people feared his children were being brought up as Catholics.
- Puritans dominated Parliament.
- They did not like the Catholic changes to churches by Archbishop Laud.
- The Scots opposed the introduction of a new prayer book and went to war against Charles.

Money

- Charles ruled without Parliament for eleven years and raised taxes without Parliament's permission.
- Charles introduced ship tax to pay for his failed war against Scotland.
- Charles was forced to pay compensation to the Scots but had limited funds.

Power

- Charles believed in the Divine Right of Kings – he was appointed by God.
- Charles preferred the advice of his favourite ministers to consulting with Parliament.
- Charles attempted to arrest 5 leading members of Parliament. After this failed, he fled to Nottingham to wage war against them.

Why did Parliament win?

- The New Model Army was introduced in 1645. Soldiers were paid and trained well and all obeyed the 'Laws of the Model Army'.
- Parliament controlled more resources; they controlled the ports and the south of England which was richer in resources.
- Charles' army was led by his nephew Prince Rupert. Though Rupert was an excellent military leader, his soldiers were unruly and did not follow rules.

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		<p><u>Concepts</u></p> <p>Conflict / Empire and Invasion / Equality / Key Individuals / Local History / Power / Religion / Revolution</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • <i>Historical evidence – Inferences from sources, cross-referencing sources.</i> • <i>Historical perspectives – Appreciating worldviews</i> • <i>Historical interpretations – Identifying interpretations, drawing inferences from interpretations.</i> • <i>Causation – Casual webs, influence of factors, personal and contextual factors, unintended consequences.</i> • <i>Significance – Resulting in change.</i> 	
<p>7-13 (Autumn 2)</p>	<p>The Age of Revolution: How was the world made over?</p> <p><i>ideas, political power, industry and empire: Britain, 1745-1901</i></p> <p><i>a study of a significant society or</i></p>	<p><u>Key Knowledge</u></p> <p><u>Key People</u> <u>Enlightenment Thinkers</u> <u>John Locke</u> Argues that governments should have limits and people are born with certain liberties (life, health, possessions) that cannot be taken away.</p> <p><u>Voltaire</u> Respect individual liberty and ensure people are given the freedom of speech.</p> <p><u>American Revolution</u> <u>George Washington</u></p>	<p><u>Deliberate Practice</u> Describe two reasons why the [Colonists/French/Haitians] were angry?</p> <p><u>Knowledge Test</u></p> <p><u>End of Topic Assessment</u> The Age of Revolution was caused by Enlightenment ideas. How far do you agree?</p>

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*issue in world history
and its
interconnections
with other world
developments*

Leader of American forces in the War of Independence and first President of the United States.

King George III

Third king of the Georgian dynasty who tried desperately to hold onto the American colonies.

Thomas Paine

Influential writer who wrote 'Common Sense' and 'Rights of Man' arguing for freedom and liberty.

French Revolution

King Louis XVI

French king who ruled an absolute monarchy. He was seen as a weak leader who was indecisive.

Queen Marie Antoinette

Queen consort of France, Marie Antoinette was criticised for her luxurious and frivolous lifestyle. She was, however, a skilled politician.

Haitian Revolution

Toussaint L'Ouverture

Former enslaved person on the island of Haiti. Leader of the Haitian Revolution who fought against French control of the island.

Key Events

The Age of Enlightenment

- An increase in new ideas spread amongst the intellectual classes, based around the ideas and notions of science.

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- Using the theory of reason to answer real life questions, mostly around liberty and the rights of people.
- Ideas of fair government become common during this period.

The American Revolution

- The 13 American Colonies were part of the British Empire. The British could govern the American colonies however they saw fit, whereas the colonies began wanting a say in their running.
- The Colonies were particularly angry at the huge taxes that the British charged on things like paper and tea. They began to refuse to pay taxes, chanting “no taxation without representation”.
- On 4th July 1776 the 13 American Colonies signed the Declaration of Independence and began fighting the British crown for their freedom.

The French Revolution

- Inspired by the American Revolution, the people of France began demanding reform and change.
- France was governed by an Autocratic ruler, Louis XVI who was seen by many to be a weak leader. His wife, Marie Antoinette, lived a luxurious and expensive lifestyle.
- The people of France were angry at increased taxes, which was made worse by poor harvests.
- Louis XVI called a meeting of the Estates General but failed to make any real changes and lost much of his support.
- The Third Estate Deputies (the peasants and workers) met, making the Tennis Court Oath where they demanded change.
- The people of Paris stormed the Bastille and revolution spread through France.

The Haitian Revolution

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		<ul style="list-style-type: none"> • Successful revolution by self-liberated enslaved people and led by former enslaved person Toussaint L’Ouverture. • Ending in 1804 with the colony’s independence, it is a vital moment in world history; it is the only slave revolution to end with the creation of a state. • Influenced by the French Revolution, the people of Haiti wanted freedom from slavery. <p><u>Concepts</u></p> <p>Conflict / Empire and Invasion / Equality / Key Individuals / Migration / Power / Revolution / Trade</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • <i>Historical evidence – Inferences from sources, cross-referencing sources, source utility.</i> • <i>Historical perspectives – Appreciating worldviews, perspectives in context, perspectives through evidence, diversity.</i> • <i>Historical interpretations – Identifying interpretations, drawing inferences from interpretations.</i> • <i>Causation – Casual webs, influence of factors, personal and contextual factors, unintended consequences.</i> • <i>Similarity and difference – Identify concepts to compare, comparing experiences within groupings.</i> • <i>Significance – Resulting in change, revelation.</i> 	
<p>14-18 (Spring 1)</p>	<p>Why did the Slave Trade end?</p>	<p><u>Key Knowledge</u></p> <p><u>Key People</u></p> <p><u>John Hawkins</u></p>	<p><u>Deliberate Practice</u></p> <p>Describe the conditions of the Atlantic voyage.</p>

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ideas, political power, industry and empire: Britain, 1745-1901

First Englishman to be involved in the English slave trade.

Abolitionists

William Wilberforce

English MP and leader of the abolition movement, he gave speeches and presented petitions to parliament every year between 1789-1807. He was vital to the abolition movement.

Olaudah Equiano

A former enslaved person who wrote about his experiences and travelled the country was a vital voice in the abolition movement. His speeches alerted people to the horrors of slavery.

Resistance Leaders

Harriet Tubman

A former enslaved person who, over the course of 11 years, led over 70 enslaved people to freedom. She created the underground railroad, a network of safe houses and routes used to get enslaved people to freedom.

Toussaint L'Ouverture

Led a revolution in 1791 against the French colonial forces. This resulted in independence for the island of Haiti, the first former slave colony to achieve independence.

Key Events

Who benefitted from slavery?

Plantation Owners - Plantation owners, owned large pieces of land which farmed different crops. By the constant supply of 'free' labour and good trading links plantation owners lived very lavish lifestyles, with very little upset to deal with.

Knowledge Test

End of Topic Assessment

Write an account of how the slave trade ended.

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African Tribal Leaders - African tribe leaders captured slaves through war between rival communities over land. They would then trade their captures for weaponry and gunpowder to increase their power in their native land. They also expanded national trade to trading with European countries to increase their wealth.

British businessmen - The slave trade made areas such as Liverpool and Bristol extremely rich. Factory owners and businessmen involved in the production of weapons and gunpowder benefitted massively from the selling of goods to African tribal leaders.

Life for enslaved people

Domestic vs Plantation – Domestic servants were butlers, cooks and maids, who had to look after the plantation owner, his family and his house. Other enslaved people worked in the plantation fields up to 18 hours a day, growing cotton and tobacco. Domestic servants were usually treated better than those in plantation fields, given better food and were clothed more comfortably.

Accommodation – Enslaved people lived in wooden shacks with mud floors, with up to 15 people sharing one room.

Family – Enslaved people had no legal protection; therefore, marriages and families could be broken up lawfully by their owners. Many used this as a threat to control the behaviour of enslaved people. 32% of marriages between enslaved people were dissolved by masters selling enslaved people away from the family home.

Why was slavery abolished?

Politics – Granville Sharp used the court during the Somerset Case to try to give enslaved people their freedom. Slavery was becoming legally unacceptable.

Enslaved people in Britain went to court to get their freedom. By the early 1800s, most judges released enslaved people from their masters.

Economics – Sugar plantations were closing as cheap sugar could be bought from Brazil.

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Religion – Christian groups, such as the Quakers, thought that slavery was a sin against God. The Society for the Abolition of the Slave Trade was set up in 1787. Anti-slavery petitions were signed by millions across the country.

Media – Thomas Clarkson collected evidence against slavery, publishing posters, pamphlets and making public speeches. A logo was created by Josiah Wedgwood.

Key Individuals - William Wilberforce campaigned against the slave trade. The first time he introduced the idea he lost the debate by 163 votes to 88 but he never gave up.

Concepts

Conflict / Empire and Invasion / Equality / Key Individuals / Migration / Power / Religion / Revolution / Trade

Skills

- *Historical evidence – Inferences from sources, cross-referencing sources, source utility.*
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<p style="text-align: center;">19-24 (Spring 2)</p>	<p>How far did the Industrial Revolution change England?</p> <p><i>ideas, political power, industry and empire: Britain, 1745-1901</i></p> <p><i>a local history study</i></p>	<p><u>Key Knowledge</u></p> <p><u>Key People</u></p> <p><u>Social Reformers</u></p> <p><u>John Fielden</u> Fielden was a wealthy industrialist from Todmorden, responsible for the growth of the town throughout the 19th century. He was responsible for introducing the 10 Hours Act (1847) which limited the amount of town children could work in factories.</p> <p><u>Robert Peel</u> Peel created and supported the Factories Act (1844) which restricted the number of hours that children could work in factories as well as setting safety standards for machinery.</p> <p><u>Seebohm Rowntree</u> Rowntree was an English sociological researcher. He researched people living in poverty and argued that the government needed to do more to help them.</p> <p><u>Inventors</u></p> <p><u>Isambard Kingdom Brunel</u> One of the most influential engineers of the Industrial Revolution. Brunel built railways and ships and opened up Britain to a new network of industry.</p> <p><u>John Snow</u> Snow was an English physician who discovered that the water in his local area was making everyone ill. His work led to the discovery of cholera and improved fresh water for thousands.</p> <p><u>Influential Writers</u></p> <p><u>Thomas Paine</u></p>	<p><u>Deliberate Practice</u> Describe two reasons why the population boomed in the 19th century. The massacre at Peterloo was the fault of the crowd. How far do you agree?</p> <p><u>Knowledge Test</u></p> <p><u>End of Topic Assessment</u> How far did the Industrial Revolution change England?</p>
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Revolutionary writer and philosopher who wrote 'The Rights of Man' following the French Revolution. His belief in greater suffrage was concerning for the ruling classes in England.

Mary Wollstonecraft

Arguably one of the first feminist writers, she wrote 'A Vindication for the Rights of Women' arguing that women, alongside men, deserved greater rights.

Radicals

Henry Hunt

Radical political reformer who gained the nickname "Orator" Hunt for his speechmaking. He advocated universal suffrage and is remembered as a pioneer of the working class, and influential in the case for reform

William Lovett

Chartist leader who believed that peaceful and rational protests were the way to gain greater political rights. He advocated petitions, pamphlets and lobbying MPs.

Feargus O'Connor

Chartist leader who argued that peaceful protest was not enough. He was arrested for 18 months for encouraging violence. He was elected as an MP in 1847.

Key Events

A time of great change

Agriculture – New tools, fertilizers and harvesting techniques were introduced, resulting in increased productivity and agricultural prosperity.

Industry – Factories sprung up all over the country creating more efficient ways to produce goods such as wool, cotton and coal. This brought thousands of new jobs.

Transport and communications – Thomas Telford built roads and canals in the 1700s and George Stephenson and Isambard Kingdom Brunel oversaw the 'Railway Mania'

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of the 1800s. There had previously been no very fast way of transporting goods and people around the country.

Technology – Many scientific discoveries and technological inventions that changed society and industry. Changes to sanitation and medical treatment such as the work of John Snow and Edward Jenner improved people’s quality of life.

Working in a factory

Long working hours: normal shifts were usually 12-14 hours a day, with extra time required during busy periods.

Low wages: a typical wage for male workers was about 15 shillings (75p) a week, but women and children were paid less, with children three shillings (15p). For this reason, employers preferred to employ women and children.

Cruel discipline: Frequent "strapping" (hitting with a leather strap), nailing children's ears to the table, and dowsing them in water butts to keep them awake.

Accidents: forcing children to crawl into dangerous, unguarded machinery led to many accidents and deaths.

Health: The air was full of dust, which led to chest and lung diseases and loud noise made by machines damaged workers' hearing.

Living Conditions

Overcrowding: due to large numbers of people moving to the cities, there were not enough houses for these people to live in.

Disease: typhus, typhoid, tuberculosis and cholera all existed in the cities of England. Overcrowding, low standard housing and poor-quality water supplies all helped spread disease.

Waste disposal: gutters were filled with litter. Human waste went directly into the sewers, which flowed straight into rivers.

Poor quality housing: houses were built very close together so there was little light or fresh air inside them. They did not have running water and people found it difficult to keep clean.

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Lack of fresh water: people could get water from a variety of places, such as streams, wells and standpipes, but this water was often polluted by human waste.

Politics in 1800s

- English politics was corrupt and unfair. The only people eligible to vote were those who owned land, which was equal to around 2% of the population.
- Rotten boroughs were places (like Old Sarum) where there was a small population but they had a representative in Parliament.
- However, new industrial towns (like Manchester and Birmingham) with large populations had no MP to represent them in parliament.

Protests for rights

- The Blanketeers (1817) – a group of Lancashire weavers planned to march to London protest over the state of the textile industry.
- Peterloo Massacre (1819) – 60,000 people from the surrounding areas of Manchester gathered to hear Henry ‘the Orator’ Hunt speak. It ended in death and injury when the magistrates broke it up.
- The Bristol Riots (1831) – The people of Bristol rioted when a government official argued that the people of Bristol opposed reform to British politics.

1832 Reform Act

- To prevent a large-scale riot, the government passed the 1832 Reform Act. The changes include;
 - o More people being able to vote (from 450,000 to 800,00)
 - o Some big towns like Manchester and Birmingham given an MP
 - o Some rotten boroughs removed
- However, this act was a long way away from democracy. It meant that the aristocracy and wealthy industrialists kept the vote away from workers.

The Chartist Movement

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- The Chartists grew out of anger that the 1832 Reform Act didn't do enough for working class people. They had 6 demands.
- They began by presenting petitions and charters to parliament, demanding change. These charters were ignored.
- The Chartists split into Moral Force chartists (who believed in peaceful protests) and Physical Force chartists (who championed using violent means).
- By 1848 the Chartists had fizzled away.

Concepts

Conflict / Equality / Key Individuals / Local History / Migration / Power / Revolution / Trade

Skills

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<p>25-30 (Summer 1)</p>	<p>How did experiences of the British Empire vary across the globe?</p> <p><i>ideas, political power, industry and empire: Britain, 1745-1901</i></p>	<p><u>Key Knowledge</u></p> <p><u>Key People</u></p> <p><u>Empire builders</u></p> <p><u>Queen Victoria</u> Queen of England (1838-1901) was queen of England at the height of the British Empire and was head of state for nearly a third of the globe. In 1876, she took the title of Empress of India.</p> <p><u>James Cook</u> First Englishman to discover coast of Australia and charter the land. Established New South Wales as a British penal colony.</p> <p><u>Australia</u></p> <p><u>Arthur Phillips</u> Phillips was the first governor of New South Wales and oversaw the penal colony. He ensured that people were treated fairly. It was so successful that, once criminals served their sentence, they stayed as Australian citizens.</p> <p><u>Africa</u></p> <p><u>Cecil Rhodes</u> English businessman who made his fortune selling diamonds mined from South Africa. He became so wealthy he named the country after himself, Rhodesia (now Zimbabwe). He remains a controversial figure.</p> <p><u>India</u></p> <p><u>Robert Clive</u> English businessman who seized large areas of Bengal for the East India Company. This later became part of British controlled India.</p>	<p><u>Deliberate Practice</u> Describe two ways that the empire impacted Britain.</p> <p><u>Knowledge Test</u></p> <p><u>End of Topic Assessment</u> Discuss the impact the British Empire had on its colonies.</p>
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Key Events

Australia

- In 1768 James Cook charts the coast of Australia, claiming Botany Bay for the British Empire. English settlers cast out Aboriginal Australians.
- Australia was set up as a penal colony to house Britain convict population. Governor Arthur Phillips oversaw the colony, which was a success. This resulted in some wanting to remain in Australia as citizens.
- In 1851, Edward Hargreaves found gold in an Australian river. This sparked a mass movement of people to Australia: the population of Melbourne reached 123,000 by 1854.

Africa

- English traders had been involved with the slave trade since 16th century.
- By the mid-1800's European countries began competing for African land. A large empire meant international power and recognition.
- In 1854 The Times named this hunt for African territories the "Scramble for Africa".
- In 1885, the European powers came together at the Berlin Conference. Here, Africa was carved up and distributed to the different European countries. There was not a single representative from Africa present at these talks.
- Britain controlled 32% of Africa.

India

- India was regarded as the 'Jewel in the Crown of the British Empire'.
- Originally, the East India Company (a trading company set up under Elizabeth I) controlled large parts of India. Robert Clive seized Bengal for the company, raiding its treasury and increasing the wealth of the East India Co.
- In 1857 there was a mass uprising by Indian soldiers. The Indian Mutiny led to thousands of deaths (both Indian and British). When order was restored, the British

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		<p>government took control of India, making it part of the British Empire. This signalled the start of the British Raj in India.</p> <ul style="list-style-type: none"> • In 1876, Queen Victoria was proclaimed Empress of India, despite never visiting the country. <p><u>Concepts</u></p> <p>Conflict / Empire and Invasion / Equality / Key Individuals / Migration / Power / Revolution / Trade</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • <i>Historical evidence – Inferences from sources, cross-referencing sources, source utility.</i> • <i>Historical perspectives – Appreciating worldviews, perspectives in context, perspectives through evidence, diversity.</i> • <i>Historical interpretations – Identifying interpretations, drawing inferences from interpretations.</i> • <i>Causation – Casual webs, influence of factors, personal and contextual factors, unintended consequences.</i> • <i>Change and continuity – Identifying change, interweaving continuity and change, flows of continuity and change, complexity of change.</i> • <i>Similarity and difference – Identify concepts to compare, comparing experiences within groupings.</i> • <i>Significance – Resulting in change, revelation, identifying significance criteria, provisional significance.</i> 	
<p>31-38 (Summer 2)</p>	<p>What was the experience of</p>	<p><u>Key Knowledge</u> <u>Key People</u></p>	<p><u>Deliberate Practice</u></p>

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<p>soldiers during the First World War?</p> <p><i>challenges for Britain, Europe and the wider world 1901 to the present day</i></p>	<p><u>Central Powers</u> <u>Kaiser Wilhelm II (1859-1941)</u> Grandson of Queen Victoria, Kaiser Wilhelm was emperor of Germany. His foreign policy of Weltpolitik brought him into conflict with other European powers. He abdicated at the end of the war, fleeing to the Netherlands.</p> <p><u>General Hindenburg (1837-1934)</u> Commander of the German forces in WWI. He eventually becomes President of German and is replaced by Hitler when he dies.</p> <p><u>Allied Powers</u> <u>General Douglas Haig (1861-1928)</u> British soldier who commanded the allied forces at the Somme. Very controversial to this day with disputes over his tactics and understanding of the war.</p> <p><u>Lord Kitchener (1850-1916)</u> British war hero who served in the Boer War. His image was used in recruitment campaigns across Britain to encourage men to join the war.</p> <p><u>'Tommys' and 'Huns'</u> Tommy – Slang name for British soldiers. Huns – Pejorative nickname given to German soldiers.</p> <p><u>Key Events</u> <u>New weapons used in FWW</u> <u>Tanks</u>: First used by the British at the Battle of the Somme. They were clumsy and unreliable at first, they improved rapidly as the war progressed. <u>Poison Gas</u>: First used by the Germans in 1915. Chlorine gas irritated the lungs and people died of suffocation. The gas used 'evolved' over time to become Mustard Gas. This had no smell and caused blindness and death.</p>	<p>Describe two features of life for soldiers in the trenches.</p> <p><u>Knowledge Test</u></p> <p><u>End of Topic Assessment</u> Does Sir Douglas Haig deserve the title 'Butcher of the Somme'?</p>
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Machine Gun: Gun capable of firing up to 8 bullets a second, however heavy and immobile at first.

The Battle of the Somme

The most infamous battle of WWI and has been used as an example to demonstrate the horrors of the war. Lunched to relieve the French forces who were involved in heavy fighting at Verdun.

The first day of the battle, July 1st 1916, was a calamitous day for the British forces, with over 50,000 casualties. This was after a 10 day bombardment of the German lines. The same tactics were repeated for many weeks and months thereafter. 146,000 Allied deaths, 164,000 German deaths. A shocking battle for the people back home in Britain.

Two views of Haig: 'Lions led by donkeys' which sees Haig as an uncaring general who tried the same failed tactics over and over again. Others take a more sympathetic view.

The Western Front

Life on the Western Front was difficult for soldiers, with poor hygiene, cold and damp living arrangements and boredom being prominent aspects of soldiers' lives.

Ending the War

Fighting during the war went on for 4 years (1914-18).

In 1916, David Lloyd George became Prime Minister and announced a 'total war' effort, which included mass production of weapons in Britain.

In 1917, America joined the war for the Allies. They brought new weapons and soldiers.

By 1918, Germany was close to running out of resources and its soldiers began mutinies. On 11th November 1918 Germany surrendered, signing the Armistice.

Concepts

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Conflict / Empire and Invasion / Equality / Key Individuals / Power / Revolution

Skills

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