Year 8
Subject: History
Topic/Unit: What did 'revolution' mean?
When: Autumn Half Term 2

Huntington School
Learn and succeed

Overview: This sequence investigates the "Age of Revolutions" between approximately 1775 and 1804. It focuses on the radical overthrow of governments and social orders in favour of new systems. By studying the **American, French, and Haitian revolutions.**

Why this? Why now? Students will explore how diverse conditions—such as economic hardship, unfair taxation, and the desire for personal liberty—can meet to create a sudden and complete change in society. Understanding these "ingredients for a revolution" provides a critical lens for analysing how modern democratic and human rights concepts were established.

Building on...building to: Prior knowledge of Colonisation, the Slave Trade, and the Scientific Revolution. Building towards the study of why there was no revolution in Britain. How political systems change in the modern world including the ideological revolutions of the modern age, such as the Russian Revolution, which we study in Year 9.

Sequence summary:

1. **Causes of the American Revolution:** Establishing the "ingredients" for a political revolution. Analysing causes like "taxation without representation" (e.g., the **Boston Tea Party**) and the leadership of **George Washington**.
2. **The American Revolution (1775–1783):** developing understanding of how America gained independence.
3. **The French Revolution (1789–1794):** Examining the **Ancien Regime's Estate System**, the unpopularity of **Louis XVI**, and the **Storming of the Bastille**.
4. **French Consequences & Napoleon:** Investigating the **Reign of Terror** via the **guillotine** and the eventual rise of **Napoleon Bonaparte**, who restored order but sought to conquer Europe.
5. **The Haitian Revolution (1791–1804):** Studying the unique context of a slave rebellion led by **Toussaint L'Ouverture** that defeated French and British forces to gain independence.
6. **Similarity and Difference Writing Practice:** Comparing outcomes, such as America's expansion, the spread of French revolutionary ideas, and Haiti's influence on the British abolition movement.

Key Vocabulary:

- **Revolution, Absolutism, Estate System, Declaration of Independence, abolition**

Assessments:

- Retrieval "Do Now" tasks identifying changes in France and America and completing a multi-revolution comparison grid. Students will also write a practice paragraph explaining their level of agreement regarding the similarities between revolutions. This unit will be formally assessed during Assessment 2.

Able and Interested:

- **Comparative Analysis:** Encouraging students to identify what made the **Haitian Revolution** unique compared to the American and French cases, specifically its focus on ending slavery rather than just political representation.

Inclusion, Personal Development and Wider Skills:

- **Literacy Skills:** Students practice expanding facts into full sentences and writing formal historical definitions.
- **Diverse Perspectives:** The curriculum highlights the role of **enslaved people** and leaders like Toussaint L'Ouverture and **Dunmore's Royal Ethiopian Regiment** in the fight for liberty.
- **Critical Thinking:** Students are taught to identify **what** is different between historical events and **why** those differences exist based on varying conditions and outcomes.