Year: 8	Subject: History	Unit title: The Age of Revolutions	Term: Summer

Knowledge (Learn that):

- Scholars know that disputes over taxation and representation led American colonists to challenge British authority, although most initially sought recognition of their rights within the Empire rather than independence.
- Scholars know that protest developed into war and independence, creating a republic based on representation and constitutional rights, although slavery continued and women and Native Americans remained excluded from political power.
- Scholars know that inequality between the Estates, financial crisis, hunger and Enlightenment ideas led the Third Estate to challenge royal authority and claim the right to reshape France's political system.
- Scholars know that the French Revolution abolished privilege and monarchy and established a republic, but war, distrust and radicalisation also produced political repression and the Reign of Terror.
- Scholars know that extreme racial inequality, plantation slavery and revolutionary ideas led enslaved people in Saint-Domingue to fight not for reform within the existing system, but for freedom and the destruction of slavery.
- Scholars know that the Haitian Revolution abolished slavery and created an independent state through a successful uprising by enslaved people, although warfare, isolation and economic pressure placed severe limits on the new nation.
- Scholars understand that revolution involved people challenging existing authority through protest and conflict to create fundamental political or social change, but its meaning varied according to who participated, what they sought to transform and who benefited from the outcome.

Core Vocabulary:

Revolution, Colony, Taxation, Representation, Boycott, Independence, Declaration, Constitution, Republic, Absolute monarchy, Estate, Privilege, National Assembly, Rights, Terror, Racial hierarchy, Abolition, Enslaved person

Vocabulary to Encounter:

Stamp Act, Boston Tea Party, Continental Congress, Lexington and Concord, Declaration of Independence, Louis XVI, Estates-General, Tennis Court Oath, Bastille, Robespierre, Saint-Domingue, Bois Caïman, Toussaint Louverture, Jean-Jacques Dessalines

Vocabulary to Retrieve:

British Empire, Parliament, Monarchy, Divine Right, Constitutional monarchy, Colony, Plantation, Transatlantic slave trade, Middle Passage, Abolitionist, Resistance, Indigenous peoples

Teaching Sequence:

Lesson 1: The American Colonies
Lesson 2: American Independence
Lesson 3: France in Crisis
Lesson 4: From Liberty to Terror
Lesson 5: Life in Saint-Domingue
Lesson 6: The Birth of Haiti
Lesson 7: Planning Lesson
Lesson 8: Essay Writing Lesson
(There will also be a knowledge test and whole class feedback lesson related to this content)

Disciplinary aims:

The primary disciplinary aim is for scholars to understand **similarity and difference.**
Scholars will be encouraged to:

- Establish valid grounds for comparing the American, French and Haitian Revolutions.
- Compare causes, participants, aims, methods, extent of change, limitations and outcomes.
- Distinguish superficial resemblance from historically meaningful similarity.
- Recognise common features without assuming that all revolutions followed the same path or meant the same thing.
- Explain why ideas about rights and representation produced different demands in different social and imperial contexts.
- Compare political independence with attempts to transform society, monarchy, privilege and legal status.
- Examine who participated in each revolution and who remained excluded from its benefits.
- Use similarities and differences to construct and refine a historically defensible definition of revolution.

This enquiry develops scholars' understanding that comparison is an analytical process. Differences do not prevent revolutions from belonging to the same broad category; instead, they reveal how context, participation and aims shaped the meaning of revolution.

Writing curriculum:

Throughout this unit, scholars move from case-study explanation to sustained comparative historical argument.

- Each case study ends by requiring scholars to explain what revolution meant in that specific context.
- Scholars use comparative language including similarly, both, unlike, whereas, in contrast, distinctive and common to all three.
- "Because, but, so" structures connect explanation, qualification and consequence within individual cases.
- Change-and-continuity tables help scholars distinguish political transformation from persistent inequality and exclusion.
- The planning lesson uses a three-way Venn diagram to categorise similarities shared by one, two or all three revolutions.
- The final essay is organised around similarities, differences and a concluding definition of revolution.
- The conclusion must be broad enough to apply to all three revolutions but precise enough to distinguish revolution from protest, reform or violence alone.

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Links to other units:

Why this and why now?

The Age of Revolutions is Unit 8.7 and begins the Summer term after the British Empire and Slavery enquiries. It is positioned here to:

- Use secure knowledge of empire, plantation slavery and the Atlantic world to explain revolutionary contexts.
- Move from evaluating evidence to comparing three linked but distinct historical developments.
- Test universal claims about liberty, equality and rights against exclusion, slavery and colonial rule.
- Introduce revolution as a concept that scholars will revisit across modern history.

How does this speak to what came before?

- The British Empire enquiry explains colonial government, trade, plantation economies and British authority in North America.
- The Slavery enquiry provides knowledge of enslaved experience, resistance, abolition and the Atlantic system inherited by Saint-Domingue.
- Georgian Britain provides the contrasting context of Parliamentary government, representation and constitutional monarchy.
- The English Civil War offers an earlier example of political conflict, regicide and the creation of government without a monarch.

How does this prepare scholars for what comes next?

- Later Year 8 enquiries can build on competing ideas of liberty, equality, abolition and political participation.
- In Year 9, the concept of revolution can be applied to industrial, political and ideological transformation.
- The French and Haitian Revolutions provide foundations for later study of nationalism, empire, resistance and the creation of new states.
- Comparative reasoning prepares scholars to test broad historical concepts across multiple contexts.

Links to the national curriculum:

This unit supports the key stage 3 study of ideas, political power, industry and empire: Britain, 1745–1901, and a significant society or issue in world history. It examines the American, French and Haitian Revolutions within an interconnected Atlantic world.

Linking to the KS3 National Curriculum

- Scholars study colonial tensions, American independence and the creation of a republic.
- The unit examines the crisis of the French monarchy, revolutionary rights, republicanism and the Terror.
- Scholars study slavery, resistance, abolition and independence in Saint-Domingue and Haiti.
- The enquiry develops historical perspective by comparing political, social and imperial change across three revolutions.

Moving Beyond the KS3 National Curriculum

1. Concept Formation through Comparison

- Scholars construct a definition of revolution from case studies rather than receiving a fixed definition at the outset.
- Similarities and differences are used to refine the boundaries of a broad historical concept.

2. Rights, Exclusion and Uneven Change

- Declarations of universal rights are tested against the continued exclusion of women, enslaved people and Indigenous peoples.
- Scholars distinguish changes in government from deeper changes in freedom and social status.

3. Atlantic and Connected History

- The revolutions are linked through empire, war, Enlightenment ideas, slavery and the movement of political language.
- Haiti is placed alongside America and France as central to the Age of Revolutions.

4. Disciplinary Literacy and Comparative Argument

- Venn-diagram categorisation and comparative connectives support analytical writing.
- The final essay requires synthesis across all three cases and a qualified definition of revolution.