

History

Year 8

Curriculum Unit Overview

HISTORY - Year 8 Unit 1 – Life in Stuart England

Autumn Half Term 1

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Following a recap of the Chronology skills built on in year 7, we move onto the Stuart era to give context to the English Civil War in the next unit.</p> <p>Learning about the different beliefs people had and how powerful those beliefs could be.</p> <p>National Curriculum: The development of church, state and society.</p>	<p>KNOWLEDGE: Various aspects of everyday life in Stuart England such as leisure, houses, work, and some less common religious beliefs in the religious revival e.g. 5th Monarchists. Differences between the Catholic and Protestant Churches. Ideas about witchcraft. The Gunpowder Plot.</p> <p>UNDERSTANDING: How and why religion underpinned and influenced everything in England in the 17th C. Why there was a period of witchcraft hysteria. Why there was a plot against King James I.</p> <p>SKILLS: Concepts of comparison by looking at similarities and differences between Catholic and Protestant Churches; issues in 17th C that led to the witch craze and effect of fear on issues today.</p>	<ul style="list-style-type: none">• Confident application of chronology skills e.g. placing BC and AD dates into chronological order, years into centuries etc• Being able to discuss, with examples, how life in the 17th C was different for different people in society as well being different from today.• Identifying valid and detailed similarities and differences between religious groups using specific terminology.• Being able to explain the powerful role fear played in society and drawing parallels with modern situations driven by fear, hysteria and sometimes zealous religious beliefs.	<p>In Y7 students will have covered religious belief and change under the Tudors (Reformation).</p> <p>They will have some understanding of the importance of religion in everyday life e.g. through the role of religious houses in the Tudor period.</p>	<p>TEXTBOOK: 'History in Progress Book 2'</p> <p>TEXTBOOK: Folens 'Renaissance, Revolution and Reformation'.</p>

HISTORY - Year 8 Unit 2 – The English Civil War (depth Study)

Autumn Half Term 1 and 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Why English people went to war with each other in 1642. Main events of the Civil War. The changing nature of warfare - weapons, battles, tactics, role of key leaders. What happened to the Monarchy after the war. How to analyse and use sources. HL 'Meanwhile, elsewhere Louis XVI became King of France'</p>	<p>KNOWLEDGE: About King Charles I, Prince Rupert and Oliver Cromwell. The political systems in the 17th C and today. The different causes of the war. Who fought whom, what happened in the war and how it was fought. The execution of the King. 'Meanwhile, elsewhere...' task on ascension of Louis XVI to the throne of France.</p> <p>UNDERSTANDING: Why the war began and that there were several reasons both long and short term; that wars are fought in different ways including with propaganda; why it was necessary for Parliament to reform their army and why this was effective; how our political system today differs to that of the 17th. History is not simply about events in Britain.</p> <p>SKILLS: Second order concepts of cause and consequence, similarity and difference. Chronological understanding through writing narrative accounts. Developing skills of source analysis by considering purpose, origin and nature. Revision skills.</p>	<ul style="list-style-type: none"> • Confident understanding of the people and events leading to Civil War shown through class discussion, written work and factual tests. Examples are used to demonstrate points. • Written work has clarity. • Correctly using terms such as Parliament, Primogeniture, Divine Right of Kings. • In sources work, understanding and judgement go beneath the surface features; the provenance of a source is used in a valid way and linked with content and knowledge of the period in order to judge source utility for a named enquiry. • In their narrative analysis essay assessment, on the steps leading to the English Civil War, they include an accurate sequence of events, showing the effects of each step and explaining how it led to the next. A good range of appropriate linking and effect terms are used. • Engagement and interest demonstrated through active participation in lessons e.g. asking valid questions designed to find 	<p>Year 7 work looked at the causes, weapons and tactics of a major battle (Battle of Hastings)</p> <p>The importance of correctly sequencing events was covered in year 7 and here the narrative essay on the causes of the war develops this further.</p>	<p>TEXTBOOK: 'History in Progress Book 2'</p> <p>TEXTBOOK: Folens 'Renaissance, Revolution and Reformation'.</p>

out more or showing additional acquired knowledge.

HISTORY - Year 8 Unit 3 – The British Empire including the slave trade
Spring Term 1 and 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>About the British Empire – its scope, why we had an Empire and the effects of our ruling on those countries. The African slave trade. Australia as a penal colony. Lizzie le Blond.</p> <p>National Curriculum: political power, Industry and Empire.</p>	<p>KNOWLEDGE: The extent and wealth of the British Empire. The transatlantic slave trade; how slaves were captured, transported and sold into slavery in America; what it was like to be a slave. What happened in other parts of the British Empire including India (Cawnpore), Ireland (potato famine) and South Africa (wars and concentration camps). Australia as a penal colony to 1868. The uncommon life of a woman: Lizzie le Blond. The link between the British Empire and the Commonwealth of Nations.</p> <p>UNDERSTANDING: Why Britain wanted an Empire and how British rule had both positive and negative consequences. Why many people supported slavery, reflecting attitudes of the time with strong emphasis on how these are, and must be, very different today. That whilst we teach about common beliefs and situations in the past (e.g. on women) some people managed to transcend these.</p>	<ul style="list-style-type: none"> • Consistent focus in teamwork activities and support for others where needed. • Increasingly valid and detailed evaluation of sources is shown through analysis of the content in the light of own knowledge about the context of its production e.g. viewpoint of author. • Engagement and interest demonstrated through active participation in lessons e.g. asking valid questions designed to find out more such as why prejudice existed and how it was used to justify actions. • In oral discussion key ideas are supported with examples / evidence and show high levels of retention of knowledge as lesson sequences develop. • Written work always includes examples / evidence and is 	<p>Topics are largely new though there is a link with the Elizabethan age and exploration in Y7.</p> <p>In skills - source analysis continues to be developed.</p>	<p>TEXTBOOK: 'History in Progress Book 2'</p> <p>TEXTBOOK: Folens 'Industry, Reform and Empire.'</p>

	<p>SKILLS: Being an effective member of a team and a desk pair; source analysis; evaluating evidence about what happened in a South African concentration camp; identifying different interpretations of the British Empire and beginning to give reasons for differences.</p>	<p>written with clarity. It focuses well on the question set.</p> <ul style="list-style-type: none"> • Independent work on home learning tasks is completed fully and accurately. • When using interpretations broad sweeps of similarity and difference can be identified and supported. Reasons for differences can be suggested. 		
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<p style="text-align: center;">HISTORY - Year 8 Unit 4 – Development of African American Civil Rights</p> <p style="text-align: center;">Summer Term 1</p>				
<p style="text-align: center;">What are we learning?</p>	<p style="text-align: center;">What knowledge, understanding and skills will we gain?</p>	<p style="text-align: center;">What does mastery look like?</p>	<p style="text-align: center;">How does this build on prior learning?</p>	<p style="text-align: center;">What additional resources are available?</p>
<p>How the fight to get equal rights for black people began in America began.</p>	<p>KNOWLEDGE: What happened to black people after slavery ended. The Jim Crow Laws. The people and key events involved in the fight for Civil Rights. Bristol (UK) bus boycott.</p> <p>UNDERSTANDING: What Civil Rights are. That once slavery ended black people were free but not equal. That the fight for Civil Rights took a long time to bring about even legal change, that change involved a range of factors and, in fact, continues in the ‘Black Lives Matter’ campaign today. That</p>	<ul style="list-style-type: none"> • Increasingly valid and detailed understanding of sources is shown through analysis of the content of a wider range, such as cartoons, songs etc., in the light of own knowledge. • Engagement and interest demonstrated through active participation in lessons e.g. may have knowledge of recent events such as riots in US in 2020. • In oral discussion key ideas are supported with examples / evidence and show high levels of retention of knowledge as lesson sequences develop. • Written work always includes examples / evidence and is written with clarity. It 	<p>Knowledge links to slavery in unit 4, Year 8.</p> <p>Further opportunities for interpretations and Source work.</p>	<p>News reports from June 2020 on protests in USA at death of George Floyd.</p>

	<p>the Civil Rights issue was not confined to the USA.</p> <p>SKILLS: Detailed understanding of a range of Source material such as songs and cartoons; identifying a key difference in interpretations and evaluating evidence which supports or challenges those views.</p>	<p>focuses well on the question set. Judgements are made and supported.</p> <ul style="list-style-type: none"> • Independent work on home learning tasks is completed fully and accurately. • When using interpretations broad sweeps of similarity and difference can be identified and supported. Reasons for differences can be suggested. 		
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HISTORY - Year 8 Unit 5 – Changing Britain

Sumer Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The Industrial Revolution and its impact.</p>	<p>KNOWLEDGE: How British industry changed; what factory and living conditions were like; what medicine and treatment was like; The Peterloo massacre and the fight for democracy; the growth of leisure in the Victorian period; Crime and Punishment.</p> <p>UNDERSTANDING: Why machinery changed and factories were built; that this revolution impacted on the way people worked and lived; that power was in the hands of relatively few people but that there were campaigns for this to change; why leisure activities became more widely available and</p>	<ul style="list-style-type: none"> • Engagement and interest demonstrated through active participation in lessons such as showing empathy for young workers and interest in technical developments. • In oral discussion key ideas are supported with examples / evidence and show high levels of retention of knowledge as lesson sequences develop. 	<p>The struggle for power – monarchy, Church and people is a constant thread in Y7 study of monarchs, and this also links to Unit 1 in Y8 on English Civil War.</p> <p>Looking ahead, the brief introduction to medicine and treatment in this period links to GCSE History Paper 1 – history of medicine.</p>	<p>TEXTBOOK: ‘History in Progress Book 2’</p> <p>Folens ‘Industry, Reform and Empire.</p>

	<p>accessible; why ideas about justice, punishment and policing changed.</p> <p>SKILLS: Justifying a point of view using evidence.</p>	<ul style="list-style-type: none">• Written work always includes examples / evidence and is written with clarity. It focuses well on the question set such as <i>why the policing and prison system changed</i>. Judgements are made and supported.• Independent work on home learning tasks is completed fully and accurately.		
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