

Year 8 History Curriculum Progression Overview

Subject Curriculum Intent

Our intent for the year 8 curriculum is multifaceted, primarily we intend to strengthen students understanding of chronology and how it relates to the foundations of modern Britain. Students revisit concepts and develop their understanding of the relationship between monarch, parliament and the church, through their continued studies of the Tudors and Stuarts. They then move to a more international focus with a study of the triangular trade and its impact on the lives of African Americans. This helps lay the foundations for a study of the period 1745 to 1901 including empire and local history. We also intend to embed a firm understanding of source analysis, this is a corner stone of history as a discipline and determines a student's ability to access the history curriculum. We feel that this is also vital to enable them to think critically about information they come across throughout their lives, which is fundamental for students growing up in an era of social media, instant sharing of ideas and information, fake news and the accessibility of controversial viewpoints, as it equips them to think critically when they encounter these.

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
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| Topic | TUDORS (CONT) (4 weeks) | THE STUARTS AND AFTERWARDS... (7 weeks) | AFRICAN AMERICANS THROUGH TIME (PART 1) (6 weeks) | AFRICAN AMERICANS THROUGH TIME (PART 2) (10 weeks) | IDEAS, POLITICAL POWER, INDUSTRY AND EMPIRE: BRITAIN, 1745 – 1901 (8 weeks) | A LOCAL HISTORY STUDY (to be fitted within the 1745 – 1901 topic where appropriate) (3 weeks) |
| COMPONENT KNOWLEDGE | How accurate are sources about what Elizabeth I was really like? Continued. (4 lessons) Students know that there were Black Tudors (having looked at the work of Kaufman) and that Elizabeth's attitude to | What are the different interpretations of November 5 th ? (2 lessons) Students understand that some people have challenged the traditional view of Guy Fawkes being the main person behind | How was life in Africa before the Transatlantic Slave Trade similar to Medieval Europe? (2 lessons) Y8 can give examples of how Africa was wealthy (Mansa Musa) and civilised (e.g. the churches at Lalibela) | How significant was the Civil Rights movement in improving the lives of African - Americans? (7 lessons) Students can identify some problems still faced by African Americans in the 1950s e.g. | How much did life change between 1705 and 1901? (4 lessons) Students understand how England changes during the period and can give examples (e.g. population in | What do sources tell us about Victorian Saltburn? (3 weeks) Students can give examples of sources they can use to find out about Victorian Saltburn and what they tell us. E.g. postcards, census, photos, adverts etc. |

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| | <p>them is not reflected in her portraits.</p> <p>Students understand how events in Elizabethan Times such as the Spanish Armada are shown on portraits.</p> <p>ASSESSMENT</p> | <p>Gunpowder Plot and can give a reason for this.</p> <p>Why did the English Civil War begin? (3 lessons)</p> <p>Students can give a number of reasons for the outbreak of the Civil War and begin to categorise them (e.g. as economic, religious or political).</p> <p>How far did warfare change between the Battle of Hastings and the English Civil War? (3 lessons)</p> <p>Students can make comparisons between their knowledge of the Battle of Hastings and the English Civil War in order to explain how warfare changed.</p> <p>Why do some historians blame Charles I for the Civil War? (1 lesson)</p> | <p>during the Medieval period.</p> <p>What were the consequences of the Triangular Trade? (8 lessons)</p> <p>Students can give examples of how the Triangular Trade affected different countries involved e.g. Britain gained wealth, Africans were kidnapped and America gained workers. Students understand why opposition to the slave trade began to develop.</p> <p>How far did the lives of African Americans change after 1833? (2 lessons)</p> <p>Students can examples of problems which remained after the end of slavery and understand that not all slaves gained their freedom at the same time. They know that</p> | <p>segregation, KKK activity and lack of voting rights. They can give examples of protest and their significance e.g. Rosa Parks and the bus boycott, Linda Brown and Elizabeth Eckford, Martin Luther King and the 'I have a dream....' speech.</p> <p>What can a statue teach us about interpretations of history? (1 lesson)</p> <p>Understand why different people have different attitudes to the Colston Statue.</p> <p>Assessment</p> | <p>towns). They categorise the changes in different ways e.g. positive / negative; local / national / international and social / political & economic. Students understand how farming changed and how this led to towns expanding.</p> <p>How are sources useful to understand what life was like during the Industrial Revolution? (4 lessons)</p> <p>Students can give some things which sources help a historian to find out about working conditions and public health. They understand that different sources</p> | |
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| | | <p>Students link their learning about the causes of the Civil War to understand why some historians feel that the Civil War was the fault of Charles whereas others do not.</p> <p>What do sources tell us about peoples' experiences of the Great Plague? (2 lessons)</p> <p>Students are able to use sources to find out information about the Great Plague and begin to consider their strengths and weaknesses for finding out about the Great Plague.</p> <p>Assessment</p> | <p>racist attitudes persisted e.g. through the KKK.</p> | | <p>give different views e.g. of working conditions and are beginning to understand the reasons for this</p> <p>How did Britain's role in the world change 1745 – 1901? (6 lessons)</p> <p>Students can give examples of countries in the British empire and how the empire changed Britain and the countries concerned eg. India.</p> <p>Why should we remember Peterloo? (2 lessons)</p> <p>Students can explain what happened at Peterloo and why it was significant.</p> | |
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| | | | | | <p>BEAMISH TRIP What was life in Britain like after the Industrial Revolution? (2 lessons)</p> <p>Students can give examples of how Britain changed and stayed the same in consequence of the Industrial Revolution.</p> | |
| <p>Why this learning now?</p> | <ul style="list-style-type: none"> • Broadly chronological framework • Provides a framework for understanding the Civil War • Background for understanding Elizabethan period at GCSE. • Develops understanding of conflict between church and monarchy in Medieval Times | <ul style="list-style-type: none"> • Broadly chronological framework • Builds on understanding of relationship between church and monarch in the Medieval and Tudor periods • Enables comparison between role of government at the time of the Black Death and | <ul style="list-style-type: none"> • Broadly chronological framework • Builds understanding of Britain's changing relationship with the world through the Triangular Trade as a basis for understanding Empire in the 19th Century. • Year 8 are more mature to understand the ethical and moral | <ul style="list-style-type: none"> • Broadly chronological framework • Builds on work on African Americans and their experience in America • Links backward and forward to other aspects of Civil Rights e.g. development of democracy in Britain. | <ul style="list-style-type: none"> • Broadly chronological framework • Builds on understanding of the Triangular Trade and how it made Britain wealthy • Lays foundations for work on causes of WWI (imperialism) • Background understanding for GCSE Health theme | <ul style="list-style-type: none"> • Broadly chronological framework • Builds on understanding of the Industrial Revolution and how Britain changed 1745 – 1901 by providing a case study. • Provides a dry run for students to practise skills needed for their World War II enquiry. |

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| | | the Great Plague | <p>implications of enslaving people</p> <ul style="list-style-type: none"> Development of understanding of sources prior to enquiry topic (local history) | | <ul style="list-style-type: none"> Source work builds on source work done in previous topic but students have the opportunity to develop their own local history enquiry using a range of sources. This also helps prepare them for a WWII enquiry in Y9. | |
| Assessment Opportunities: | <p>Formative – extended writing at the end of each unit.</p> <p>Summative - Assessment at the end of the unit (covers multiple choice and short answer questions to test knowledge and vocabulary) as well as extended writing to assess understanding of (a) Description (consequences), (b) Description over time (c) Usefulness and (d) Evaluation of an interpretation. Both parts of the assessment follow an iterative model</p> | | <p>Formative – extended writing at the end of each unit.</p> <p>Summative - Assessment at the end of the unit (covers multiple choice and short answer questions to test knowledge and vocabulary) as well as extended writing to assess understanding of (a) Bullet point causation, (b) How interpretations differ, (c) Why interpretations differ and (d) Description. Both parts of the assessment follow an iterative model</p> | | <p>Formative – extended writing at the end of each unit.</p> <p>Summative - Assessment at the end of the unit (covers multiple choice and short answer questions to test knowledge and vocabulary) as well as extended writing to assess understanding of (a) Explanation of the view given in a source, (b) Description over time (site based), (c) Significance (balanced answer) and (d) Usefulness. Both parts of the assessment follow an iterative model.</p> | |
| Learning at Home | Students have regular homework opportunities which range from guided revision for assessments to research and writing tasks. | | | | | |

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| National Curriculum Links | Development of Church, State & Society in Britain, 1509 – 1574 – Part 1. Tudors. | Development of Church, State & Society in Britain, 1509 – 1574 – Part 2. Stuarts | A significant society or issue in world history and its interconnections with other world development | | Ideas, Political Power, Industry and Empire: Britain, 1745 – 1901 (including a Local History Case Study – Saltburn) |
| Key Vocabulary (Etymology words) | Reformation Protestant Catholic | Political Economic Civil War | Triangular Trade Enslavement Emancipation | Civil Rights | Industrial Revolution Significant British Empire |
| Spiritual, Moral, Social and Cultural concepts covered | <ul style="list-style-type: none"> • Development of democracy – Henry VIII – Civil War – Chartists • Conflict between church and monarchy • Racism / Civil Rights / Modern day moral dilemmas e.g. the Colston statue and how these are rooted in history • Impact of empire • Protestantism / Catholicism / Puritanism | | | | |
| Links to careers and the world of work | <ul style="list-style-type: none"> • Links to careers through skills and content (e.g. Medicine) • Archaeology, Museums, Journalism, government law • Historians and their work • Visit of a historical re-enactor to do an assembly on careers in re-enactment – Peter Sawyer (Crusader) | | | | |