



Year 8 History

Intent	Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clarity around knowledge	Theme / topic	Why is 'Bonfire Night' historically relevant?	Why did political order change in Britain after the Civil War? (1649 - 1707)	How did Britain change from 1750 – 1900? (society, economy and culture (education and the vote for men)	How did Britain change from 1750 – 1900? (society, economy and culture (education and the vote for men)	What was the cost of British expansion?	How did women in Britain campaign for the right to vote?
	Key substantive knowledge	<ul style="list-style-type: none"> <li>- Introduction to James I (Stuart)</li> <li>- Treatment of Catholics by James I.</li> <li>- Causes and consequences of the Plot.</li> <li>- Assess evidence related to the Gunpowder Plot and to be able to justify whether Robert Cecil knew about the plot all along.</li> </ul>	<ul style="list-style-type: none"> <li>- Brief introduction about the Causes of the Civil War</li> <li>- Consequences of Civil War – Charles I execution</li> <li>- Changes under Cromwell.</li> <li>- The restoration – Charles II – changes</li> <li>- The Glorious Revolution – James II – turning point in British History – The Bill of Rights – impact of the Bill of Rights</li> </ul>	<p>Cover key changes within society.</p> <ul style="list-style-type: none"> <li>- Agricultural changes</li> <li>- Factors that led to increased migration and population changes. For example, factories leading to the creation of towns.</li> <li>- Child labour</li> <li>- Improvement of factory working conditions.</li> </ul>	<ul style="list-style-type: none"> <li>- 'Black Gold' – Coal mining and iron.</li> <li>- Changes in transportation.</li> <li>- An age of invention</li> <li>- Living conditions within Industrial towns.</li> <li>- 'King Cholera.'</li> <li>- John Snow's impact on public health.</li> </ul> <p>Local History lesson – Cholera in Warrington.</p>	<ul style="list-style-type: none"> <li>- (intro) Explain why Britain gained an empire. (raw materials)</li> <li>- Slave Trade – British involvement</li> <li>- A life of slavery – middle passage, auction, plantations.</li> <li>- Abolition of the Slave Trade – an exploration of different factors</li> <li>- Case study – How did British expansion affect India?</li> </ul>	<ul style="list-style-type: none"> <li>- (intro) Explain the social context at the time. Students must understand what was expected of men and women – gender stereotypes.</li> <li>- Case study – Sylvia Pankhurst - why did she campaign?</li> <li>- Students must have an awareness of how different women's' groups protested.</li> <li>- Introduce the idea of a</li> </ul>

							<p>'militant spectrum' and how Suffragette actions may have helped or hindered the situation</p> <ul style="list-style-type: none"> <li>- How did WW1 affect women? Students must be able to explain how this may have contributed to the cause.</li> </ul>
	Disciplinary knowledge	Description Explanation Cause and consequence Analysis of sources	Cause & Consequence Change Consequence Explanation	Change & continuity Consequence Significance Explanation Source analysis (factory conditions) Inference	Change & continuity Consequence Significance Explanation Inference	Consequence Significance Explanation	Explanation Judgement Significance Consequence
Clarity around sequencing	Main links across the curriculum	Theme: What key events have <b>changed aspects of society</b> throughout History? Links to other key events that have caused change/turning points. Religion and Tudor reign– Year 7 summer term.	Theme: How far is war and conflict a catalyst for change?  Y7 Summer term Y8 Autumn term Y9 Autumn term	Theme: How has the authority of traditional institutions and government been affected/ <b>changed</b> over time?  Year 7 Summer term. Why did the Catholic Church come under attack and why did religion pose problems for the Tudor monarchs? (Change)  Year 9 – Russia Spring term	Links to 19 <sup>th</sup> century Medicine unit on Public Health – John Snow.  Links to Russian study in Year 9 Spring Term – discussion of living conditions and inequality within Russian society Pre WW1.	Theme: In what ways have <u>power and control</u> presented themselves throughout the ages?  Focus on methods of protest seen with the slave abolitionists and	Theme: In what ways have <u>power and control</u> presented themselves throughout the ages?  Focus on the actions of individual efforts in making a change. Links to prior learning on

						women's' rights protests.	Slavery Abolitionists.
	Authentic cross curricular links	R.S - Protestant and Catholic ideology.  - Focus on revolution	Explores the theme of changes to power and control caused by major events.	Geography – push and pull/migration links.	Geography – LEDCs and slums. - Living conditions - English –social reform	- SMSC – ethics and morality. - Debate – what was the most significant reason for the abolition of the Slave Trade? - Current debate – should countries apologise for their involvement?	- Debate – How did women win the vote? What was the most significant factor?  - Links to International Women's Day – why do we have a women's day? Students could use knowledge from this topic to argue for and possibly against.
Vocabulary	Key words	Treason Source Parliament Plotters Catholic	- Civil War - Lord Protector - Interregnum (when England was known as a Republic) - Restoration	Industrialisation Revolution Economy Agriculture Urban Rural Urbanisation Migration	Tuberculosis Cholera Locomotive Reformer (working conditions)	Raw materials Colonies Empire Prosperity	Parliament Demonstrations MPs Reform Suffragists (NUWSS) Suffragettes (WSPU) Pankhursts suffragist Militant Hunger strikes

Assessment	Summative assessment	<b>1.MCQ recall</b> <b>2.Source investigation task.</b> <b>3. Explain the causes, events and consequences of the Gunpowder Plot?</b>	<b>1.MCQ recall</b> <b>2.Source investigation task.</b> <b>3. In what ways did the lives of the British people change during this time period?</b> To follow JMN's assessment proforma.	<b>1. MCQ recall</b> <b>2. Source investigation task.</b> <b>3. How did life change for people during the Industrial Revolution?</b> To follow JMN's assessment proforma.	<b>1.MCQ recall</b> <b>2.Source investigation task.</b> <b>3.How did life change for people during the Industrial Revolution?</b> To follow JMN's assessment proforma	<b>1.MCQ recall</b> <b>2.Source investigation task.</b> Selecting key details from sources to form explanations. <b>3. Source utility question task (increased difficulty)</b>	<b>1.MCQ recall</b> <b>2. Source investigation in to the usefulness of a source.</b> <b>3. Extended piece:</b> <b>The Suffragettes were dangerous militants – how far do you agree? – extended piece using substantive knowledge (to be completed as practice before final assessment)</b>
Links to the real world / careers / PD		<b>Cultural</b> - Students to understand the historical reasons behind public events in the modern day. Contextual awareness.	<b>Cultural and political</b> – The Bill of Rights set up the type of monarchy we have today.	<b>Impact of migration.</b> To gain an awareness of how the country has developed and changed over time.  <b>Appreciation of key changes – engineering/architecture/transportation developments</b>	<b>Appreciation of key changes – developments and improvements in sanitation and medical developments.</b>  Allows pupils to discuss the impact of a historical epidemic such as cholera. Links to current times and measures taken by the government.	<b>Debate and impact of colonisation and trade:</b> Students will be able to gain an awareness of how different people and countries have been affected by British expansion in the past. Slavery and the Slave Trade a hot topic for debate nationally and internationally.	<b>Links to politics and current affairs</b> – encompasses the theme of democracy or lack of it. Pupils are required to form their own judgements about the actions of the Suffragettes – freedom fighters or terrorists? Both concepts still exist in the modern day.