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| **Year 8 Curriculum Overview [2024-2025]** **Subject History** |
| **Enquiry Questions** **Autumn Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
| **HT1 and HT2** |  |  |  |  |  |  |
| **How could a change in a Tudor Monarch lead to a death sentence?****Why did Englishmen fight Englishmen?****What does the African Kingdom of Mali tell us about Civilisations?****To what extent did enslaved people free themselves?** | To understand how religion was such a strong factor in Tudor society that believing the ‘wrong’ religion could lead to a death sentence.To understand what a Civil War is and why England had one in the 1600’s.To examine the government and civilisation of African Kingdoms before the Trans- Atlantic Slave TradeTo evaluate what the Trans Atlantic Slave trade was and who was responsible for it’s ultimate abolition. | **Concepts:**GovernmentProtest**Disciplinary knowledge:**CauseConsequenceSignificanceEvidence; Change and continuity* What was the Reformation?
* How did Henry VIII ‘break’ with the Catholic Church?
* Dissolution of the Monasteries
* How did Edward V1th enforce Protestantism?
* How did Mary 1st reverse the Reformation?
* What was Elizabeth 1st’s ‘Middle Way’?
* Why did Elizabeth execute her cousin?

**Concepts:**ReligionRebellion/ProtestRevolutionChanging SocietiesGovernment.**Disciplinary Knowledge:**Causation and ConsequenceChangeSignificance* What is a Civil War
* Causes of the Civil War
* Roundheads and Cavaliers
* Parliament’s victory
* Charles 1st’s Execution
* Oliver Cromwell – when England was a Republic.

**Concepts:**GovernmentReligionEmpireDiversity**Disciplinary Knowledge:**SignificanceEvidenceChange and Continuity* How do Historians know about the Kingdom of Mali?
* The rise and fall of the Kingdom of Mali
* What does the life of Mansa Musa tell us about the Kingdom of Mali?

**Concepts:**EqualityDiversityGovernmentRebellion/ProtestChanging Societies**Disciplinary Knowledge:**CauseConsequenceEvidenceSignificance* What was the Trans- Atlantic Slave Trade?
* Life on a Plantation
* Resistance on a Plantation
* Harriet Tubman

Abolitionists | Recall of substantive and disciplinary knowledge at the start of each lessonRecall of substantive and disciplinary knowledge at the start of each lessonRecall of substantive knowledge and disciplinary knowledge at the start of each lessonRecall of substantive and disciplinary knowledge at the start of each lesson | * Explicit vocabulary
* Guided reading; Oracy -discussion and debate
* Extended Writing
* Explicit vocabulary
* Guided reading; Oracy -discussion and debate
* Extended writing
* Explicit vocabulary teaching
* Guided Reading
* Oracy/Debate
* Extended writing
* Explicit vocabulary
* Guided reading;
* Oracy -discussion and debate
* Extended writing
 | * Analysis
* Evaluation of different viewpoints
* Critical thinking
* Understanding differences
* Team work
* Analysis
* Evaluation of different viewpoints
* Critical thinking
* Understanding differences
* Team work
* Analysis
* Evaluation of different viewpoints
* Analysis
* Evaluation of different viewpoints
* Critical thinking
* Understanding differences
* Team work
 | MCQ’s (x2)Formative Assessment - extended writing (causation).MCQ’s (x2)MCQ’s (x2)Summative Assessment of substantive and disciplinary knowledge learnt in Term 1 |
| **Spring Term** |  |  |  |  |  |  |
| **HT3** |  |  |  |  |  |  |
| **How did people’s experiences of the British Empire vary?** | To understand the different experience of people living in the British Empire. | **Concepts:**EmpireChanging SocietiesInvasion and ConflictEquality**Disciplinary Knowledge:**CauseConsequenceSignificanceEvidenceChange and continuitySimilarities and differences* What was the British Empire?
* How did the Empire enrich Britain?
* How did the British take control of India?
* The Sikhs in the Punjab
* The Sepoy Rebellion
* India Independence 1
* India Independence 2
* Australia
* The Tasmanian Massacre
 | Recall of substantive and disciplinary knowledge at the start of each lesson | * Explicit vocabulary
* Guided reading;
* Oracy -discussion and debate
* Extended writing
 | * Analysis
* Evaluation of different viewpoints
* Critical thinking
* Understanding differences
* Team work
 | MCQ’sFormative Assessment – extended writing. |
| **Year 8 Curriculum Overview [2021-2022]** **Subject History** |
| **Spring****Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
|  |  |  |  |  |  |  |
|  |  | * The British Empire
* Enriching the Empire
* The Sepoy Rebellion
* Sikhs in Punjab
* Independence of India
* Independence of India
* The Partition
* Australia
* Tasmania
 | Recall of substantive and disciplinary knowledge at the start of each lesson | * Explicit vocabulary
* Guided reading;
* Oracy -discussion and debate
* Extended writing
 | * Analysis
* Evaluation of different viewpoints
* Critical thinking
* Understanding differences
* Team work
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| **HT4** |  |  |  |  |  |  |
| **Did the Industrial Revolution Really Change England?** | To understand the nature of how Britain changed as a result of the Revolution | **Concepts:**Rebellion/ProtestChanging SocietiesEquality**Disciplinary Knowledge:**CauseConsequenceSignificanceEvidenceChange and continuitySimilarities and differences* Britain before the Industrial Revolution
* How did Factories make towns?
* Children in factories
* Manchester in the Revolution
* Cholera and John Snow
* The Lancashire Mill Workers Strike
* The Peterloo Massacre
 |  |  |  | MCQ’s (x2)Summative Assessment of Substantive and Disciplinary knowledge from Term 1 and Term 2 |
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| **Summer** **Term** |  | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** |  | **Formal Retrieval****[if any]** |
| **HT5** |  |  |  |  |  |  |
| **How far did the Enlightenment cause Revolutions** | To understand what the Enlightenment was and how it sparked change. | **Concepts:**Rebellion and ProtestRevolutionChanging societiesEquality**Disciplinary Knowledge:**Change and ContinuityCauseConsequence* The Age of Enlightenment
* Why were colonies angry?
* The Declaration of Independence
* Why were the French angry?
* Why did Revolution happen in 1789?
* Causes of Haitian Revolution
* Toussaint L’Ouverture
 | Recall of substantive and disciplinary knowledge at the start of each lesson | * Explicit vocabulary
* Guided reading;
* Oracy -discussion and debate
* Extended writing
 | * Analysis
* Evaluation of different viewpoints
* Critical thinking
* Understanding differences
* Team work
 | MCQ’s (x2)Formative Assessment – evidence and extended writing |
| **HT6** |  |  |  |  |  |  |
| **Why does David Olusoga call WWI the ‘World’s War’?** | To understand how WW1 was caused and why so many nations fought in it. | **Concepts:**DiversityInvasion and ConflictsChanging Societies**Disciplinary Knowledge:**CauseConsequenceSignificanceEvidence * Long and short term causes of WWI
* Walter Tull and recruitment
* Life in the trenches
* Empire troops
* In what ways was the Battle of the Somme ‘Lions led by Donkeys’?
* Did the Peace Settlement create an effective foundation for peace?
 | Recall of substantive and disciplinary knowledge at the start of each lesson | * Explicit vocabulary
* Guided reading;
* Oracy -discussion and debate
* Extended writing
 | * Analysis
* Evaluation of different viewpoints
* Critical thinking
* Understanding differences
* Team work
 | MCQ’s (x2)Summative Assessment of substantive and disciplinary knowledge learnt over the year. |