

## Medium Term Planning Document: History Year 8

### Curriculum Intent:

The aim of the history curriculum is to build and grow a wide-ranging interest and passion for history by studying the past so that pupils can understand the world they live in today, which will show progress at each key stage. The passionate and engaged student will be able to foster and develop their written, oral and analytical skills through independent, logical and inquisitive thinking, combined with a tolerant approach to contrasting opinions. Underpinning this academic goal, the curriculum will focus on key aspects of character and allow the students to cultivate a strong set of British values to inform an understanding of the world we live in and their own place in it. A strong and inclusive Key Stage 3 curriculum will enable the students to analyse primary source material, looking at the concepts of reliability and usefulness before making judgements on the merits of the sources. It will provide students with opportunities for reasoned debates, to listen to other people's arguments and provide reasoned counterpoints in a respectful manner. The curriculum has recently been updated to provide a more diverse, wide-ranging and thought-provoking series of lessons including a range of black and women's history across the world. At Key Stage 4, the curriculum will expand on the issues and some of the topics studied at Key Stage 3. Topics such as Elizabeth I and the Cold War will be studied to provide students with an understanding of both British history and the wider world. The curriculum will focus on understanding a wider aspect to life than their immediate community, realising that other people think differently and believe different things. Furthermore, these units are enhanced in the Key Stage 5 curriculum where students will study the origins of British democracy and build on their knowledge gained during KS3 and KS4 to assess the development and change in Russia and the USSR. They will gain the facilitation skills, including how to write academically, how to reference resources and how to work independently, alongside resilience and character traits required to successfully attain places at university, including some of the top universities in the world. Underpinning this academic goal, students will be tolerant of the views of others and be able to respectfully articulate their points to others.

### 'Why This, Why Now?'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

Unit	Topic	Why now?	Themes taught	Links to future topics
LP1	The Reformation	From Y7 there should be a sense of how important Christianity was to society, this topic is about seismic upheaval that happened across all sections of society.  It focuses on the challenges to the Catholic Church at the beginning of the Early Modern period and where those challenges were coming from and how they ultimately came to effect English history.  Students will develop an idea of how and why the church changed by the end of Henry's reign and what caused Henry to introduce these changes.	<ul style="list-style-type: none"> <li>• Dissolution</li> <li>• Foreign Policy</li> <li>• Heresy</li> <li>• Papacy</li> <li>• Resistance</li> <li>• Royal court</li> <li>• Succession</li> <li>• Tyranny</li> </ul>	<ul style="list-style-type: none"> <li>• Y8 – The English Civil War</li> <li>• Y9 – The Holocaust</li> <li>• Y10 – Medicine Through Time</li> <li>• Y11 – Elizabethan England</li> </ul>
LP2	Tudor England	This unit focuses on the rapid changes introduced to the church by the three Tudor monarchs, with a more detailed focus on Elizabeth who reigned for longer and	<ul style="list-style-type: none"> <li>• Exploration</li> <li>• Foreign Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Y8 – The English Civil War</li> <li>• Y9 – The Suffragettes</li> </ul>

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		<p>adapted and changed her policy gradually over time. Themes of succession will be picked up as Elizabeth chooses to remain unwed.</p> <p>Some departments will include lessons across exploration and discovery, laying foundation for KS4, and some may consider whether there was a Golden Age.</p> <p>Additional resources have been added to reflect a broader section of society and consider who were the Tudors? Which include a diverse range of voices</p>	<ul style="list-style-type: none"> <li>• Gentry</li> <li>• Heresy</li> <li>• Propaganda</li> <li>• Regent</li> <li>• Royal Court</li> <li>• Succession</li> <li>• Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Y10 – Medicine Through Time</li> <li>• Y11 – Elizabethan England</li> </ul>
LP3	The English Civil War	<p>This unit chronologically follows on after Elizabeth with the reign of James I and his Catholic tendencies. The gunpowder plot should build on KS2 knowledge and make more sense after the Tudor knowledge.</p> <p>The content is divided into longer term and short term causes of the English Civil war and narrative of the events. There is scope for departments to focus on the war itself from a local context place and/or people. The unit culminates with regicide and restoration.</p> <p>In the next unit, through the lens of the Glorious Revolution, we see a shift in trade from the monarchy's monopoly through the Royal African company to an increase in private enterprises trading with West Africa.</p>	<ul style="list-style-type: none"> <li>• Absolute Monarchy</li> <li>• Authority</li> <li>• Autocracy</li> <li>• Dictator</li> <li>• Parliament</li> <li>• Regicide</li> <li>• Restoration</li> <li>• Revolution</li> <li>• Taxation</li> <li>• Tyranny</li> </ul>	<ul style="list-style-type: none"> <li>• Y8 – The British Empire</li> <li>• Y9 – The Suffragettes</li> <li>• Y9 – World War One</li> </ul>
LP4	The Slave Trade	<p><b><i>The Transatlantic slave trade is directed learning on the National Curriculum.</i></b></p> <p>In Y7 Mali was encountered as a strong Empire, there is a resource that supports further exploration of different African Kingdoms and to consider African heritage and culture pre-systematic European involvement. This unit begins to forge links between the British Empire enabling the trade of slaves and the return of raw materials, with the growth of industry and therefore trade and wealth, which in turn kept the demand high for slaves in the Americas. This connection will be made at different moments through the next three units of study.</p> <p>The transatlantic trade in Africans happened over a large time frame, the chronological focus is on the nature of the industrial scale and peak of the trade. The Triangular trade, in the 18th century and the impact it had in Britain during the Georgian era. The concept of different groups in society are picked up with a focus on campaigns: from parliamentary speeches, to petitions, and boycotts. The role of</p>	<ul style="list-style-type: none"> <li>• Abolition</li> <li>• Amendment</li> <li>• Bill</li> <li>• Campaign</li> <li>• Civil liberties</li> <li>• Colonialism</li> <li>• Constitution</li> <li>• Empire</li> <li>• Judiciary</li> <li>• Middle-class</li> <li>• Parliament</li> <li>• President</li> <li>• Racism</li> <li>• Rebellion</li> <li>• Reform</li> </ul>	<ul style="list-style-type: none"> <li>• Y8 – The Industrial Revolution</li> <li>• Y8 – The British Empire</li> <li>• Y9 – 20<sup>th</sup> century civil rights</li> <li>• Y9 – The Holocaust</li> </ul>

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		<p>the Black people fighting for their own freedom and equality is picked up with rebellions, such as Haiti, and Black campaigners in Europe, such as Equiano.</p> <p>There are optional resources on the role of the British Empire, the impact of the War of Independence, which may move into looking how society evolved in America and the beginnings of a segregated society, which will help in Y9 when civil rights are explored in greater detail.</p> <p>There is also scope for this unit to be adjusted to reflect local context through studies of people, places, and events.</p>	<ul style="list-style-type: none"> <li>• Resistance</li> <li>• Working-class</li> </ul>	
LP5	The Industrial Revolution	<p>There are strong links between with the previous unit on the TAST as at the start of this unit it is important to understand where the raw cotton found in Lancashire and other cotton mills is sourced and therefore the connection between the TAST and the IR.</p> <p>This unit of work focuses on the Industrial Revolution as vehicle of progress. It undoubtedly caused enormous changes in society, but did everyone benefit from these changes? This enquiry will start by introducing key knowledge of the Industrial Revolution itself such as what life was life before the Industrial Revolution, transportation methods and how these changed, the role of key individuals and the impact their inventions had on industry and therefore wider societal changes such as urbanisation.</p> <p>Foundational knowledge is introduced on Chartism, the class system, trade unionism and the role of women and will be picked up in Y9 unit 2, where suffrage is explored more acutely. Equally many Y9 enquiries will pick up conceptual threads of emerging civil liberties and how social change evolves. The next unit on Empire also deepens connections introduced, such as transportation to Australia.</p>	<ul style="list-style-type: none"> <li>• Agitation</li> <li>• Authority</li> <li>• Capitalism</li> <li>• Civil liberties</li> <li>• Empire</li> <li>• Industrialisation</li> <li>• Martyr</li> <li>• Massacre</li> <li>• Middle class</li> <li>• Parliament</li> <li>• Rebellion,</li> <li>• Resistance</li> <li>• Revolution</li> <li>• Skilled Workers</li> <li>• Trade Unions</li> <li>• Transportation</li> <li>• Working class</li> </ul>	<ul style="list-style-type: none"> <li>• Y8 – The British Empire</li> <li>• Y9 – The Suffragettes</li> <li>• Y9 – 20<sup>th</sup> century civil rights</li> <li>• Y10 – Medicine Through Time</li> </ul>
LP6	The British Empire	<p>The content explored will support students with their understanding of key areas of study in Y9, especially of imperialism in the build-up to World War One and also in the development of 20th century Britain, with similar racist issues emerging post World War Two, around immigration, racism, belonging and the pursuit of civil liberties and equality.</p>	<ul style="list-style-type: none"> <li>• Authority</li> <li>• Civilian</li> <li>• Civil liberties</li> <li>• Colonialism</li> <li>• Culture</li> <li>• Empire</li> <li>• Imperialism</li> </ul>	<ul style="list-style-type: none"> <li>• Y9 – World War One</li> <li>• Y9 – World War Two</li> <li>• Y9 – Post war Britain</li> <li>• Y11 – Superpower Relations</li> </ul>

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			<ul style="list-style-type: none"><li>• Industrialisation</li><li>• Resistance</li><li>• Treaty</li><li>• Tyranny</li></ul>	
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## Medium Term Planning Document: History Year 8

History	Year 8 – Half Term 1		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>The Reformation</b>	Why did people criticise the Church?	<ul style="list-style-type: none"> <li>Bell work starter quizzes</li> <li>Formative knowledge checks in lessons</li> <li>Extended writing self-assessment</li> <li>End-of-unit test</li> </ul>	<a href="#">8.1.1 - Why did people criticise the Catholic Church.pptx</a> <a href="#">8.1.1 - Info sheet.pub</a>
	What led to the Reformation in Europe?		<a href="#">8.1.2 - What led to the Reformation in Europe.pptx</a> <a href="#">8.1.2 - Info sheet.pub</a>
	How did the Tudors come to rule England?		<a href="#">8.1.3 - How did the Tudors come to rule England.pptx</a> <a href="#">8.1.3 - Info sheet.pub</a>
	Differences between Protestantism and Catholicism		<a href="#">8.1.4 - Catholicism and Protestantism.pptx</a> <a href="#">8.1.4 - Info sheet.pub</a>
	Was Henry VIII a Renaissance man or Machiavellian king?		<a href="#">8.1.5 - Was Henry VIII a Renaissance man.pptx</a> <a href="#">8.1.5 - Info sheet.pub</a>
	Why did Henry break with Rome - Succession		<a href="#">8.1.6 - Why did Henry break with Rome - Succession.pptx</a> <a href="#">8.1.6 - Info sheet.pub</a>
	Why did Henry break with Rome - Finance		<a href="#">8.1.7 - Why did Henry break with Rome - Finance.pptx</a> <a href="#">8.1.7 - Info sheet.pub</a>
	Why did Henry break with Rome - Power		<a href="#">8.1.8 - Why did Henry break with Rome - Religion and power.pptx</a> <a href="#">8.1.8 - Info sheet.pub</a>
	How far did the Church change under Henry VIII?		<a href="#">8.1.10 - How far did the Church change under Henry VIII.pptx</a> <a href="#">8.1.10 - Info sheet.pub</a>
	<b>Key Words: Dissolution, Foreign Policy, Heresy, Papacy, Resistance, Royal court, Succession, Tyranny, Reformation, Catholicism</b>		

## Medium Term Planning Document: History Year 8

History	Year 8 – Half Term 2		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Elizabethan England	How did the Church change under Edward VI?	<ul style="list-style-type: none"> <li>Bell work starter quizzes</li> <li>Formative knowledge checks in lessons</li> <li>Extended writing self-assessment</li> </ul>	<a href="#">8.2.1 - Lesson.pptx</a>
			<a href="#">8.2.1 - Information sheet.pub</a>
	How Catholic was the Church under 'Bloody Mary'?		<a href="#">8.2.2 - Lesson.pptx</a>
			<a href="#">8.2.2 - Information sheet.pub</a>
	How far did Elizabeth's religious settlement go?		<a href="#">8.2.3 - Lesson.pptx</a>
			<a href="#">8.2.3 - Information sheet.pub</a>
	Why did the Catholic plots lead to religious change?		<a href="#">8.2.5 - Lesson.pptx</a>
			<a href="#">8.2.5 - Information sheet.pub</a>
Did the Armada make England more Protestant?	<a href="#">8.2.6 - Lesson.pptx</a>		
	<a href="#">8.2.6 - Information sheet.pub</a>		
What was it to be Tudor?	<a href="#">8.2.8 - Lesson.pptx</a>		
	<a href="#">8.2.8 - Information sheet.pub</a>		
Why were the Tudors significant?	<a href="#">8.2.9 - Lesson.pptx</a>		
	<a href="#">8.2.9 - Information sheet.pub</a>		
<b>Key Words: Exploration, Foreign Policy, Gentry, Heresy, Propaganda, Regent, Royal Court, Succession, Trade, Armada, Excommunicate</b>			

### Summative Assessment:

Pupil Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

## Medium Term Planning Document: History Year 8

History	Year 8 – Half Term 3		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>The English Civil War</b>	Why did the Catholics plot to kill the king?	<ul style="list-style-type: none"> <li>Bell work starter quizzes</li> <li>Formative knowledge checks in lessons</li> <li>Extended writing self-assessment</li> <li>End-of-unit test</li> </ul>	<a href="#">8.3.1 - Lesson.pptx</a> <a href="#">8.3.1 - Information sheet.pub</a>
	What type of King was Charles I?		<a href="#">8.3.2 - Lesson.pptx</a> <a href="#">8.3.2 - Information sheet.pub</a>
	Long term cause of ECW – Religion		<a href="#">8.3.3 - Lesson.pptx</a> <a href="#">8.3.3 - Information sheet.pub</a>
	Long term cause of ECW – Political		<a href="#">8.3.4 - Lesson.pptx</a> <a href="#">8.3.4 - Information sheet.pub</a>
	Long term cause of ECW – Economic		<a href="#">8.3.5 - Lesson.pptx</a> <a href="#">8.3.5 - Information sheet.pub</a>
	Short term cause of the ECW		<a href="#">8.3.6 - Lesson.pptx</a> <a href="#">8.3.6 - Information sheet.pub</a>
	Why did Parliament win the ECW?		<a href="#">8.3.7 - Lesson.pptx</a> <a href="#">8.3.7 - Information sheet.pub</a>
	What happened to the monarchy?		<a href="#">8.3.8 - Lesson.pptx</a> <a href="#">8.3.8 - Information sheet.pub</a>
	Life under Cromwell		<a href="#">8.3.9 - Lesson.pptx</a> <a href="#">8.3.9 - Information sheet.pub</a>
	Why was the monarchy restored?		<a href="#">8.3.10 - Lesson.pptx</a> <a href="#">8.3.10 - Information sheet.pub</a>
<b>Key Words: Absolute Monarchy, Authority, Autocracy, Parliament, Regicide, Restoration, Revolution, Taxation, Tyranny, Divine Right</b>			

## Medium Term Planning Document: History Year 8

History	Year 8 – Half Term 4		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>The Slave Trade</b>	What were African Kingdoms like in the 16 <sup>th</sup> century?	<ul style="list-style-type: none"> <li>• Bell work starter quizzes</li> <li>• Formative knowledge checks in lessons</li> <li>• Extended writing self-assessment</li> </ul>	<a href="#">8.4.1 - African Kingdoms.pptx</a> <a href="#">8.4.1 - Information sheet.pub</a>
	Role of the British Empire in the Transatlantic Slave Trade		<a href="#">8.4.2 - What was the role of the British Empire in the slave trade.pptx</a> <a href="#">8.4.2 - Information sheet.pub</a>
	How did the Transatlantic Slave Trade work?		<a href="#">8.4.3 - How did the TST work.pptx</a> <a href="#">8.4.3 - Information sheet.pub</a>
	What was lifelike on the plantations?		<a href="#">8.4.4 - What was life like on plantations.pptx</a> <a href="#">8.4.4 - Information sheet.pub</a>
	Who campaigned for abolition – White individuals?		<a href="#">8.4.5 - Who campaigned for abolition (white middle class men).pptx</a> <a href="#">8.4.5 - Information sheet.pub</a>
	Who campaigned for abolition – Black individuals?		<a href="#">8.4.6 - Who campaigned for abolition (black actions).pptx</a> <a href="#">8.4.6 - Information sheet.pub</a>
	Who campaigned for abolition – Economics?		<a href="#">8.4.7 - Who campaigned for abolition (economic).pptx</a> <a href="#">8.4.7 - Information sheet.pub</a>
	Historical interpretations		<a href="#">8.4.8 - Interpretations lesson.pptx</a> <a href="#">8.4.8 - Information sheet.pub</a>
	<b>Key Words: Abolition, Amendment, Bill, Campaign, Civil liberties, Colonialism, Constitution, Empire, Slavery, Transatlantic Slave Trade</b>		



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History	Year 8 – Half Term 5		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>The Industrial Revolution</b>	How did the Industrial Revolution change the countryside?	<ul style="list-style-type: none"> <li>• Bell work starter quizzes</li> <li>• Formative knowledge checks in lessons</li> <li>• Extended writing self-assessment</li> </ul>	<a href="#">8.5.1 - How did the Industrial Revolution change the countryside.pptx</a> <a href="#">8.5.1 - Information sheet.pub</a>
	How did new inventions impact people's lives in the Industrial Period?		<a href="#">8.5.2 - How did new inventions impact people's lives.pptx</a> <a href="#">8.5.2 - Information sheet.pub</a>
	What were the living conditions like in the Industrial Revolution?		<a href="#">8.5.3 - What were the living conditions like.pptx</a> <a href="#">8.5.3 - Information sheet.pub</a>
	What were the working conditions like in the Industrial Revolution?		<a href="#">8.5.4 - What were working conditions like in the Industrial period.pptx</a> <a href="#">8.5.4 - Information sheet.pub</a>
	What was life like for children in the Industrial Revolution?		<a href="#">8.5.5 - What was life like for children in the Victorian era.pptx</a> <a href="#">8.5.5 - Information sheet.pub</a>
	How did transport develop in the Industrial Revolution?		<a href="#">8.5.6 - How significant was the development of railways.pptx</a> <a href="#">8.5.6 - Information sheet.pub</a>
	Why did people protest in the Industrial Revolution?		<a href="#">8.5.7 - Why did people protest in the Industrial Period.pptx</a> <a href="#">8.5.7 - Information sheet.pub</a>
	How was crime punished in Victorian England?		<a href="#">8.5.8 - How was crime punished in Victorian England.pptx</a> <a href="#">8.5.8 - Information sheet.pub</a>
<b>Key Words: Agitation, Authority, Capitalism, Civil liberties, Empire, Industrialisation, Massacre, Middle class, Parliament, Rebellion</b>			

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### Summative Assessment:

Pupil End of Year Assessments will take place at the start of half term 6. These will cover all content taught in the first 5 half terms. This assessment will inform pupil Rank Order in the subject. As well as the content listed below, there is an expectation that staff will work with pupils to improve knowledge in areas of weakness identified in the summative assessments. This may include in school and out of school intervention, and collaborative and independent study.

History	Year 8 – Half Term 6		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>The British Empire</b>	What is Empire?	<ul style="list-style-type: none"> <li>Bell work starter quizzes</li> <li>Formative knowledge checks in lessons</li> <li>Extended writing self-assessment</li> </ul>	<a href="#">8.6.1 - What is Empire.pptx</a> <a href="#">8.6.1 - Information sheet.pub</a>
	How did Canada become part of the British Empire?		<a href="#">8.6.2 - How did Canada become part of the British Empire.pptx</a> <a href="#">8.6.2 - Information sheet.pub</a>
	Why was British rule in India unpopular?		<a href="#">8.6.3 - Why was British rule unpopular in India.pptx</a> <a href="#">8.6.3 - Information sheet.pub</a>
	What was the turning point in British relations with India?		<a href="#">8.6.4 - What was the turning point in British relations with India.pptx</a> <a href="#">8.6.4 - Information sheet.pub</a>
	How did the native Australians experience the British Empire?		<a href="#">8.6.5 - How did the native Australians experience the British Empire.pptx</a> <a href="#">8.6.5 - Information sheet.pub</a>
	How significant were the Black Wars in Australia?		<a href="#">8.6.6 - How significant were the Black Wars in Australia.pptx</a> <a href="#">8.6.6 - Information sheet.pub</a>
	How did the 'scramble' change Africa?		<a href="#">8.6.7 - How did the 'scramble' change Africa.pptx</a> <a href="#">8.6.7 - Information sheet.pub</a>
	What is the legacy of the British Empire?		<a href="#">8.6.8 - Legacy of the British Empire.pptx</a> <a href="#">8.6.8 - Information sheet.pub</a>
<b>Key Words: Authority, Civilian, Civil liberties, Colonialism, Culture, Empire, Imperialism, Culture, Massacre</b>			