

Year 8: Curriculum Intent		
The History department aims to empower pupils to understand both their place in the world and how they fit into the story of human development and to understand what has shaped the identities of diverse peoples, groups and nations. Our curriculum is designed to help students understand the complexity of people’s lives in both the present and the past and promote inclusivity by studying the diversity and commonality of human experiences across time and place. Students also learn how the past is recorded and how accounts of the past can change in different contexts. In Year 8 students continue to deepen their understanding of the features of power. Pupils begin by looking at challenges faced by Stuart monarchs and the increasing power of parliament. Pupils then look at the changing world in the modern period, focusing on issues of industrialisation, representation, slavery and empire. Pupils can then apply this understanding to the long term factors that led to WW1 and a study of the key events and features of the war.		
Year 8 Essential Knowledge Summary		
Schemata 1: How did Stuart power diminish over time?	Schemata 2: How did the experiences of British people change in the late 18 th to early 20 th century?	Schemata 3: What were the experiences of those involved in the slave trade and its abolition?
<p>Composite Knowledge: Pupils will develop their understanding of how the power of monarchy and other institutions declined in the 17th century</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none">Challenges faced by Stuart monarchs- Parliament, Church, protest, economicEngland as a monarchy and as a RepublicIncreasing power of Parliament over time <p>Procedural Knowledge:</p> <ul style="list-style-type: none">Sequence events chronologically to confirm understanding of change and continuity of who held power and what factors affected thisIdentify appropriate causation factors and apply accurate/ relevant historical evidence to explain fullyIdentify consequences of historical events and apply accurate/ relevant historical evidence to explain the impactUse sources to retrieve information relevant to the enquiryAnalyse interpretations using contextual knowledge to explain differences in viewApply enhanced knowledge of key features of power in the Stuart era to develop concept map <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none">17th century views- belief on regicide and superstitionConstitutional monarchy and comparisons to government today	<p>Composite Knowledge: Pupils will understand the impact of the Industrial Revolution and the struggle for the vote on British society</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none">Factors that led to the Industrial RevolutionChanges to people’s way of work and livingLocal study: living conditions, machines, transport with a Manchester focusProblems with democracy and the fight for male suffrage in the 1800sThe women’s suffrage movement in the late 19th and early 20th century <p>Procedural Knowledge:</p> <ul style="list-style-type: none">Describe key features of the time periodexplain change and continuity across the period of industrialisationIdentify appropriate causation factors and apply accurate/ relevant historical evidence to explain fullyIdentify consequences of historical events and apply accurate/ relevant historical evidence to explain the impactUse sources/ academic texts to retrieve information relevant to the enquiryAnalyse interpretations using knowledge of the time in which it was produced to understand and explain differences in view <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none">How institutions of British power changed as a result of modernisation	<p>Composite Knowledge: Pupils will gain an understanding of the processes of the Transatlantic slave trade and why this was made illegal in Britain from 1807.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none">Medieval African kingdoms with a focus on Mansa Musa and Mali.How the Transatlantic slave trade operatedThe experiences of enslaved peoplesThe abolitionist movement and reasons why the slave trade ended in 1807 and was abolished across the empire by 1833. <p>Procedural Knowledge:</p> <ul style="list-style-type: none">Sequence events chronologically to confirm understanding of change and continuity and cause and effectIdentify appropriate causation factors and apply accurate/ relevant historical evidence to explain fullyUse sources/ academic texts to retrieve information relevant to the enquiryAnalyse interpretations of an event using knowledge of the time in which it was produced to understand differences in view <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none">The use of social darwinism as an attempt to justify enslaving people for profitOrigins of institutional racism in Britain
Schemata 4: What was the impact of British imperialism in the 18th-20th century?	Schemata 5: WW1	
<p>Composite Knowledge: Pupils will gain an understanding of why Britain wanted an empire and study how specific colonies and peoples were treated</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none">How Britain gained an empire and why this benefited the government of the timeThe discovery of New Zealand and treatment of the MaoriTransportation and the colonisation of AustraliaThe Scramble for AfricaThe Opium trade and colonisation of Hong KongBritish rule in India <p>Procedural Knowledge:</p> <ul style="list-style-type: none">Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fullyidentify consequences of historical events and apply accurate/ relevant historical evidence to explain the impactUse sources/ academic texts to retrieve information relevant to the enquiryAnalyse interpretations of an event using knowledge of the time in which it was produced to understand differences in view <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none">Legacy issues of race, class and migration as a result of the British Empire	<p>Composite Knowledge: Pupils will gain an understanding of the events and consequences of WW1and the long and short term impacts of this</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none">Long and short term factors leading to the declaration of warHow the war was foughtHow the state increased its power and the effect this had on the war effortThe events and impact of the battle of the SommeThe contributions of the Commonwealth to the war effortWhy the war ended <p>Procedural Knowledge:</p> <ul style="list-style-type: none">Sequence events chronologically to confirm understanding of change and continuity and cause and effectIdentify appropriate long term and short term causation factors and apply accurate/ relevant historical evidence to explain fullyidentify consequences of historical events and apply accurate/ relevant historical evidence to explain the impactUse sources/ academic texts to retrieve information relevant to the enquiryAnalyse interpretations of an event using knowledge of the time in which it was produced to understand differences in view <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none">The link between 19th and 20th century imperialism and nationalism and the inevitability of a world war	
Year 8 Final Composite Knowledge End Point		
<ul style="list-style-type: none">How and why the power of the monarchy had declined by the end of the 17th centuryThe impact of industrialisation on Britain, including a local study on ManchesterThe fight for electoral reform and representation of both men and women throughout the 19th and 20th centuries		

- Why and how Britain became involved in the Transatlantic slave trade and empire building and the impact of this in Britain and its colonies
- How and why WW1 broke out and how the war was fought
- Identify relevant causation factors and evidence these
- Analyse sources and academic texts to retrieve information relevant to the enquiry
- identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact
- Analyse interpretations of key events using knowledge of the time in which it was produced to understand differences in view
- Apply Stuart knowledge to develop power concept map
- Apply Y8 knowledge to a concept map focused on the modernising world