

## Subject: Year 8 History

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.

|         | Scheme 1: The Stuarts                                                                                                                                                                                                       | Scheme 2: The Industrial Revolution and the fight for the vote                                                                                                                                                                                                                                                                                                                                                        | Scheme 3: The Transatlantic Slave Trade                                                                                                                                                                                                                                                                                                    | Scheme 4: The British Empire                                                                                                                                                                                                                                                                                                                                                | Scheme 5: WW1                                                                                                                                                                                                                                                                                                                                                                       |
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| Acquire | <ul style="list-style-type: none"><li>Challenges faced by Stuart monarchs- Parliament, Church, protest, economic</li><li>England as a monarchy and as a Republic</li><li>Increasing power of Parliament over time</li></ul> | <ul style="list-style-type: none"><li>Factors that led to the Industrial Revolution</li><li>Changes to people's way of work and living</li><li>Local study: living conditions, machines, transport with a Manchester focus</li><li>Problems with democracy and the fight for male suffrage in the 1800s</li><li>The women's suffrage movement in the late 19<sup>th</sup> and early 20<sup>th</sup> century</li></ul> | <ul style="list-style-type: none"><li>Medieval African kingdoms with a focus on Mansa Musa and Mali.</li><li>How the Transatlantic slave trade operated</li><li>The experiences of enslaved peoples</li><li>The abolitionist movement and reasons why the slave trade ended in 1807 and was abolished across the empire by 1833.</li></ul> | <ul style="list-style-type: none"><li>How Britain gained an empire and why this benefited the government of the time</li><li>The discovery of New Zealand and treatment of the Maori</li><li>Transportation and the colonisation of Australia</li><li>The Scramble for Africa</li><li>The Opium trade and colonisation of Hong Kong</li><li>British rule in India</li></ul> | <ul style="list-style-type: none"><li>Long and short term factors leading to the declaration of war</li><li>How the war was fought</li><li>How the state increased its power and the effect this had on the war effort</li><li>The events and impact of the battle of the Somme</li><li>The contributions of the Commonwealth to the war effort</li><li>Why the war ended</li></ul> |

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| Apply | <ul style="list-style-type: none"> <li>Sequence events chronologically to confirm understanding of change and continuity of who held power and what factors affected this</li> <li>Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully</li> <li>Identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li> <li>Use sources to retrieve information relevant to the enquiry</li> <li>Analyse interpretations using contextual knowledge to explain differences in view</li> </ul> | <ul style="list-style-type: none"> <li>Describe key features of the time period to be able explain change and continuity across the period of industrialisation</li> <li>Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully</li> <li>Identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li> <li>Use sources and academic texts to retrieve information relevant to the enquiry</li> <li>Analyse interpretations using knowledge of the time in which it was produced to understand and explain</li> </ul> | <ul style="list-style-type: none"> <li>Sequence events chronologically to confirm understanding of change and continuity and cause and effect</li> <li>Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully</li> <li>Use sources/ academic texts to retrieve information relevant to the enquiry</li> <li>Analyse interpretations of an event using knowledge of the time in which it was produced to understand differences in view</li> </ul> | <ul style="list-style-type: none"> <li>Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully</li> <li>identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li> <li>Use sources/ academic texts to retrieve information relevant to the enquiry</li> <li>Analyse interpretations of an event using knowledge of the time in which it was produced to understand differences in view</li> </ul> | <ul style="list-style-type: none"> <li>Sequence events chronologically to confirm understanding of change and continuity and cause and effect</li> <li>Identify appropriate long term and short term causation factors and apply accurate/ relevant historical evidence to explain fully</li> <li>identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact</li> <li>Use sources/ academic texts to retrieve information relevant to the enquiry</li> <li>Analyse interpretations of an event using knowledge of the time in which it was produced to understand differences in view</li> </ul> |
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|            |                                                                                                                                                    | differences in view                                                                                                                                                                                              |                                                                                  |                                                                                                                                                              |                                                                                                                                           |
| Vocabulary | Divine Right of Kings, Ship Tax, Personal Rule, Lord Protector, Restoration, The Declaration of Breda, The Glorious Revolution, The Bill of Rights | Industrial, Slum, Sanitation, Cholera, Canal, Toll, Luddite, Suffrage, Chartism,                                                                                                                                 | Transatlantic, Middle Passage, Abolitionists, Emancipation                       | Indigenous, Transportation, Annex, Commerce, East India Company,                                                                                             | Imperialism, Alliances, Militarism, Nationalism, Trench, DORA, Conscription, Propaganda, Censorship, The Somme,                           |
| Assessment | Milestone 1: Assessment-causation and evaluation written questions based on Stuart module. Knowledge Retrieval section.                            | Milestone 2: Extended written answer on the early Industrial Revolution. Source based<br>Milestone 3: Assessment based on Scheme 2 (Industrialisation and fight for the vote). 15 knowledge retrieval questions. | Milestone 4: Extended written answer (source based) on specific scheme 3 enquiry | Milestone 5: End of Year assessment based on all prior Y8 units of study. Written questions-causation and source analysis. 20 knowledge retrieval questions. | Milestone 6: Application of knowledge on key theme of power in a time period of industrialisation, imperialism and protest to concept map |