**History Year 8**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Big Ideas | Church and state  – Power in the UK and competing ideas | Leadership and monarchy  What makes a successful ruler ? | Power and rights  What is good leadership ? | Political power  Life under a monarchy and a republic | Economic power and evolution  The birth of Great Britain | Societal change  How life is impacted by economic power |
| Topics | -Henry VII  -Catholic and Protestant churches  -The Reformation / dissolution of the monasteries | -Edward VI  -Mary Tudor  -Elizabeth  -Mary Queen of Scots  -The Spanish armada | -James VI  -The gunpowder plot  -Causes of the Civil war | -The Civil War  -Cromwell’s England  -The restoration of Charles | -The industrial revolution  -Coal Mining  -Steam engines  -Ironworks | -Roads and stagecoaches  -Canals and navvies  -Railways and locomotives  -Industrial towns  -Jack the Ripper |
| Assessment | Henry VIII : the man, his wives and the reformation | The Tudors : Monarchs, comparison, evaluation | Causes of the war : Charles and Parliament | Cromwell’s England : oppression, monarchy and democracy | Industrial revolution : transport and the growth of towns |  |
| skills | Explaining factors  Comparing interpretations  using sources  Describing change | Explaining multiple factors  explaining interpretations  using sources  Describing multiple changes | Explaining multiple factors  explaining interpretations  Evaluating sources  Describing multiple changes | Prioritising multiple factors  Evaluating interpretations  Evaluating sources  Explaining changes | Prioritising multiple factors  Evaluating interpretations  Source utility  Explaining changes | Explaining factors to reach a judgement  Cross referencing interpretations against knowledge  Source utility  prioritising change |

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| Building on Prior Learning | | Moving forward from middle school, Norman conquest and the birth of the UK  Topics are thereafter chronological and show progression through historical periods with recurring themes | | |
| Links with other subjects | | RS : Catholic and Protestant toleration - Geography : rural migration – maths : population statistics – PSHE : democracy and citizenship – English : source appraisal of tone and provenance | | |
| SMSC links | | Church and state, the competing beliefs of the Tudor period, feminism and the role of women as Monarchs, witchcraft and women in society, rights and power, monarchies and Republics, the rights of the workers | | |
| Extracurricular opportunities | | Trips to : Tudor World museum, Newark civil war centre, Ironbridge Blist Hill industrial town | | |
| Literacy | Students are introduced to a years worth of subject specific terminology and key terms – displayed in class and in books – students develop their speaking and listening skills through questioning and their presentation and recital of written answers – students learn to work effectively in groups and contribute vocally to class discussion | | Numeracy | Using chronological dates and sequencing, makes estimates, Handling data; interpret data, , construct tables and graphs, execution statistics for the monarchs, population pie charts for the industrial revolution |
| A successful learner in this subject will demonstrate | | The ability to :  -explain multiple reasons and judge their importance  -compare interpretations and judge their reliability  -judge the utility of pictorial evidence and question its value  -describe changes, assess their consequences and judge their significance | | |
| Impact on personal development | | -Students begin to give reasons or explanations for their views correctly, based on examples of evidence.  -They begin to ask questions of new information and acknowledge who has written it, when and why  -Students begin to recognise change and think about whether this occurs with positive or negative outcomes and for whom  -They learn to recognise and appreciate the views of others and explain why they may hold them | | |

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| Ways to support student learning in this subject |
| * Closed questioning testing builds the evidence base and bank of knowledge used to illustrate and prove answers * Asking students to justify or evidence their views and interpretations of events * Differentiate between cause and consequence to help students consider impact * Make sure students always check the origins, authors and possible purpose of articles, news and views that they consume |