

## History Curriculum Overview - Year 8

		Autumn 1 Tudor England	Autumn 2 Tudor England	Spring 1 Stuart England	Spring 2 Rights & Revolution	Summer 1 Social Reform	Summer 2 Slave Trade
Learning outcomes/ composite knowledge		To know about Henry VIII, the era and events of this time	To know about Tudor society and how it developed	To know about James I, the era and events of this time period	To know about the revolutions and the impact of these on history	To know what social reform is, key factors and impact	To know about the slave trade, reasons behind it and the impact on History
Knowledge Components	Substantive (Topic Knowledge)	<p>To know:</p> <p>Problems faced by Henry VIII</p> <p>About difficulties and concerns in securing the dynasty</p> <p>About Tudor England and life then.</p> <p>Power of the Church</p> <p>Why there was a break with Rome</p> <p>That there was Religious change and why</p> <p>Key religious acts existed</p>	<p>To know:</p> <p>How society developed in Britain.</p> <p>That there were threats to the stability</p> <p>And explore difficulties with Britain and Spain</p> <p>How new wealth and trade affected society.</p>	<p>To know:</p> <p>Who James I was and his ideals</p> <p>Why and how Witches came about and people's response</p> <p>Why there was a English Civil war</p> <p>How Power of Parliament changed</p> <p>How significant events in this time</p> <p>And explore trial and execution</p> <p>Details of The Monarchy</p>	<p>To know:</p> <p>The main ideas of the Enlightenment</p> <p>The Impact of living in a time of new and exciting ideas</p> <p>The dates and reasons for the Glorious revolution</p> <p>Why the American Revolution and the War of Independence occurred and the impact of that</p>	<p>To know:</p> <p>Details of Industrial revolution</p> <p>And explore the Changing attitudes</p> <p>The significance of Lord Shaftesbury</p> <p>Why ether were Protests</p> <p>That the Lancashire Cotton Famine was a consequence of the American Revolution.</p> <p>The significant people involved in the Match girls strike and why it occurred</p>	<p>To know:</p> <p>What was the driving force behind the slave trade?</p> <p>The extent of the British Empire</p> <p>Triangular trade and what it involved</p> <p>Cause and consequence of the slave trade</p> <p>Middle Passage and why it was so called</p> <p>That there was Resistance</p> <p>The call for Abolition and significant figures</p> <p>Continuity and change and Modern Slavery</p>
	Disciplinary knowledge (how)	<p>Describe some features of the past.</p> <p>use a range of appropriate historical words and terms to clearly communicate their understanding.</p> <p>use source</p>	<p>Describe some features of the past.</p> <p>use a range of appropriate historical words and terms to clearly communicate their understanding.</p>	<p>Describe features about the past.</p> <p>use a range of appropriate historical words and terms to clearly communicate their understanding.</p>	<p>Describe features about the past.</p> <p>use a range of appropriate historical words and terms to clearly communicate their understanding.</p> <p>use sources of evidence to</p>	<p>Describe features about the past.</p> <p>use a range of appropriate historical words and terms to clearly communicate their understanding.</p> <p>use sources of evidence</p>	<p>Describe features about the past.</p> <p>use a range of appropriate historical words and terms to clearly communicate their understanding.</p> <p>use sources of evidence</p>

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	<p>of evidence to explain events in the past.</p> <p>understand that this is how an historian should work.</p> <p>investigate a range of evidence to explain characteristic features of that society in detail.</p> <p>Begin to describe some of the reasons for an event or person being important, six marriages.</p> <p>Identify and begin to describe some causes and consequences of break from Rome.</p> <p>Demonstrate basic understanding of the causes and consequences of Henry's actions.</p> <p>Identify and begin to describe some of the ways the past is presented, in particular through sources available.</p> <p>choose the most appropriate sources to analyse and justify their ideas about the past.</p>	<p>use sources of evidence to explain events in the past.</p> <p>understand that this is how an historian should work.</p> <p>investigate a range of evidence to explain characteristic features of that society in detail.</p> <p>Begin to describe some of the reasons for an event or person being important, why Spain, the armada,</p> <p>Identify and begin to describe some causes and consequences of specific events in the past, persecution of protestants.</p> <p>Identify and begin to describe some of the ways the past is presented.</p> <p>choose the most appropriate sources to analyse and justify their ideas about the past.</p> <p>explore ways to present findings in an accurate and more original manner.</p>	<p>use sources of evidence to explain events in the past. Portraits of the time.</p> <p>understand that this is how an historian should work.</p> <p>investigate a range of evidence to explain characteristic features of that society in detail.</p> <p>Begin to describe some of the reasons for an event or person being important, The King, his views and decisions made,</p> <p>Identify and begin to describe some causes and consequences of specific events in the past, Parliament versus the Monarchy.</p> <p>Identify and begin to describe some of the ways the past is presented.</p> <p>choose the most appropriate sources to analyse and justify their ideas about the past.</p> <p>explore ways to present findings in an accurate and more original manner.</p>	<p>explain events in the past.</p> <p>understand that this is how an historian should work.</p> <p>investigate a range of evidence to explain characteristic features of that society in detail.</p> <p>Begin to describe some of the reasons for an event or person being important, science development at the forefront.</p> <p>Identify and begin to describe some causes and consequences of specific events in the past,</p> <p>Identify and begin to describe some of the ways the past is presented, why exciting.</p> <p>choose the most appropriate sources to analyse and justify their ideas about the past.</p> <p>explore ways to present findings in an accurate and more original manner.</p>	<p>to explain events in the past.</p> <p>understand that this is how an historian should work.</p> <p>investigate a range of evidence to explain characteristic features of that society in detail.</p> <p>Begin to describe some of the reasons for an event or person being important, science development at the forefront.</p> <p>Identify and begin to describe some causes and consequences of specific events in the past,</p> <p>Identify and begin to describe some of the ways the past is presented, why exciting.</p> <p>choose the most appropriate sources to analyse and justify their ideas about the past.</p> <p>explore ways to present findings in an accurate and more original manner.</p>	<p>to explain events in the past.</p> <p>understand that this is how an historian should work.</p> <p>investigate a range of evidence to explain characteristic features of that society in detail.</p> <p>Begin to describe some of the reasons for an event or person being important,</p> <p>Identify and begin to describe some causes and consequences of specific events in the past. Significant people and the part they played.</p> <p>Identify and begin to describe some of the ways the past is presented, why exciting. Consider misconceptions.</p> <p>choose the most appropriate sources to analyse and justify their ideas about the past.</p> <p>explore ways to present findings in an accurate and more original manner.</p>

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	explore ways to present findings in an accurate and more original manner					
Substantive Concepts	Rights Monarchy Power	Monarchy Power Trade International encounters	Beliefs Monarchy War	Ordinary lives	Ordinary lives Trade	Empire Trade
National Curriculum reference	The development of Church, state and society in Britain 1509-1745	The development of Church, state and society in Britain 1509-1745	The development of Church, state and society in Britain 1509-1745	The development of Church, state and society in Britain 1509-1745	The development of Church, state and society in Britain 1509-1745	The development of Church, state and society in Britain 1509-1745
Common misconceptions	When and who ruled  The Pope was the head of the Catholic Church	Parentage  Siblings  What she was like as a person	Why did witches have prevalence in this period of history  What happened to the monarchy and power	The transition  Significant people at the time	Time it took  Working children	When slavery began Statistics  That it is in the past
Exemplar composite Task(s)	True or false  Profiles of monarchy  Source description and analysis	Top trumps  Day in the life  What was it like to live then	Witch trials  Videos  The battle	Diary entry  Significant people	Illustrations  Conditions in the factories	Class project  Triangle  Roles of significant people