



Year 8 History

Aims:

- *To develop a rich chronological knowledge and understanding of British History on a local and national level so students have a coherent narrative from the Wars of the Roses to the Georgian period. Students will also further their understanding of the wider world and the links between cultural, economic, political, social and religious issues in the early modern period.*
- *To develop a sophisticated conceptual understanding of the subject by thinking about change and continuity; cause and consequence; similarity and difference; significance and different interpretations of the past. Students will use this understanding to draw contrasts, analyse change and trends, frame questions, create and write narratives, summaries and analysis as well as forming their own judgements on the past.*
- *To improve the students' ability to reflect on their learning and consequently enhance their performance and resilience over time. Additionally, organisation and planning skills will be explicitly referenced and honed throughout the History curriculum. Students will also advance their teamwork skills as well as their confidence in working independently.*
- *To inspire a love of learning History, a curiosity of the past and a critical mind which helps all students weigh evidence, sift arguments and communicate this effectively through the written and spoken word.*

Content:

Students will study the pulsating story of Britain from the Wars of the Roses to the Georgian period. Year 8 begins with students examining the brutal fight for the English crown that results in the establishment of the Tudor dynasty. The course then goes onto studying highs and lows of the Tudor monarchs and the changes England underwent in this turbulent period. This unit of work helps students answer overarching driving question: does money make you rich through the prism of the Tudor period. Students then proceed to learn about the wider world in the early modern period. Topics such as the Italian renaissance, exploration of the Americas and new inventions such as the printing press all help to underline the historical significance of this period. This unit of work will enable students to answer the driving question: why do I care about diversity? Finally, students study the tumultuous English Civil War, its causes and consequences including the trial and execution of King Charles I, the dominance of Oliver Cromwell and the eventual restoration of the English monarchy. This leads students to discover how Great Britain was created, the changing nature of the Georgian period and the birth of parliamentary government. This unit of work will enable students to answer the driving question: who and what has changed the world?

Curriculum Map

Term	Curriculum	Assessment
Term 1	Wars of the Roses, Henry VIII, the Reformation, Edward VI, Mary I, Elizabeth I, the Spanish Armada and Tudor society are studied in the first term.	Extended paragraph assessment Formal essay assessment 1 Knowledge quizzes
Term 2	The Italian Renaissance, invention of the printing press and gunpowder, Christopher Columbus, 'the New World', James I and the English Civil War are studied. Students also undertake research on Black Tudors to develop their understanding of diversity in this period which also helps to contribute to the whole-school driving question.	Formal source assessment 1 Formal essay assessment 2 Knowledge quizzes Black Tudors research project

Term 3	The nature of the English Civil War, the trial and execution of Charles I, Cromwell's commonwealth, the Restoration, Glorious Revolution, creation of Great Britain and establishment of parliamentary government. There are also two extended learning projects. The first one focuses on events and individuals outside of British history and the second project allows students to gain a deeper insight into the Georgian period.	Formal source assessment 2 Formal essay assessment 3 Knowledge quizzes World history research project Georgians research project
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Assessment:

Students will be assessed near the end of each topic with a formal essay/source assessment. There will be opportunities on a week-by-week basis for students to self and peer assess their own and each other's understanding of key topic areas through regular knowledge quizzes. There are also four research projects that will also be assessed and contribute to the overall BASE(O) grade.

Extended Learning:

Students will review learning from lessons at home through effective and regular revision as well as undertaking intermittent research projects that help to develop and satisfy an intellectual curiosity in the subject as well furthering their knowledge and understanding of the period.

Connection to the JTFS Approach

Whole School Theme	How does <i>History</i> support this?
STRIPE	Students will consistently reflect on prior learning, be effective participators in class debates on a range of historical issues, practice self-managing their own plans and hone their communication skills with their peers through lesson activities that challenge their thinking. Students are also encouraged to innovate and think creatively when faced with problematic historical sources.
STEAM	Students will look at the inventions of the early modern period and analyse the impact this had on England and the wider world. Italian Renaissance art will be studied and celebrated. Public health systems and infrastructure will also be examined throughout the year.
Literacy	Scan and skim reading are practiced along with exposure to challenging texts that enable students to widen their historical vocabulary. Historical fiction and non-fiction will also be formally shared with students through extended learning research projects.
Numeracy	Chronology and timelines are taught explicitly to improve students' understanding of time. Students will also be exposed to statistical evidence and how students can use data to support their arguments.
SMSC, British Values and Citizenship	The institutions of monarchy and parliamentary government are explored as well encouraging students to consider the concept of diversity and tolerance through the Age of Encounters unit and Black Tudors extended learning research project.