

Year 8 Big Picture – History

<i>Autumn 01</i> <i>Weeks 1 – 7 (7 weeks)</i>	<i>Autumn 02</i> <i>Weeks 9 – 15 (6 weeks)</i>	<i>Spring 01</i> <i>Weeks 18 - 23 (6 weeks)</i>
<p>Content: The Reformation and Henry VIII</p> <p>We study the role of Martin Luther who was a German monk who criticised the Catholic Church. We will then look at the long-term impact and significance of the European Reformation. Martin Luther's ideas had a big impact in England.</p> <p>We will then look at the role of Henry VIII and how he used the idea of Protestantism to establish a new church in England and made himself Head of that Church (the Church of England). We will think about why this happened and we will look at Henry VIII's Great Matter (when he tried and succeeded in getting a divorce from his first wife), and why he decided to break up the monasteries (the Dissolution). We will consider the ways things changed and those that stayed the same.</p> <p>Skills: Oracy through discussion and debate (arriving at a well-reasoned argument and interpretation about Henry VIII's legacy)</p> <p>Source analysis, introduction to working with interpretations, continue to look at significance, causes and consequence will be introduced this year.</p> <p>Cultural capital: Learning about religious diversity and tolerance. Thinking about what it means to be a good or bad ruler and the introduction of some political ideas.</p>	<p>Content: Tudor Religious Rollercoaster</p> <p>We will look at an overview of all the other Tudor monarchs and the religious changes that they brought. In England there were many swings between Protestantism and Catholicism.</p> <p>We will then look in more detail at the challenges and successes of the Elizabethan period - for example victory over the Spanish and the defeat of the Spanish Armada and the problems and changes with the Religious Settlement. The Religious Settlement was Elizabeth's attempt to please the Catholics and the Protestants.</p> <p>We also look at how Elizabeth dealt with issues such as poverty, religion, image and plots against her rule. This will help students who decide to take GCSE History as this is something we study in Year 10/11.</p> <p>Skills:</p> <p>Compare and contrast monarchs, further work on sources and interpretation and dealing with bias (when something is one-sided). Consequences of decisions and actions.</p> <p>Cultural capital: Interpret art to make a judgement and look at the ways that art and culture were used to show the power of Elizabeth.</p>	<p>Content: What was the English Civil War?</p> <p>We will look at an overview of the Stuarts (the monarchs who followed the Tudors) and we will look at the issues around religion which continued to be a problem in England. We will also look at the concept of Divine Right (when Kings and Queens thought that they had been chosen by God so nobody could question or criticise their rule) and we will look at something called the Parliamentary Prerogative (which is the rights of the Parliament to make decisions that affect the country and the people who live in it).</p> <p>The central questions we will look at are why and how did parliament win the English Civil War?</p> <p>We will look at the leadership of Oliver Cromwell and the role of the New Model Army.</p> <p>Finally, we shall answer the question of 'How did the rule of Oliver Cromwell affect England and Ireland?'</p> <p>This topic looks at how the power of Parliament increased and how England was ruled without a King. The last lesson will look at the Restoration (which is when the Stuart kings – Charles II – was restored back to power).</p> <p>Skills:</p> <p>Source analysis: the main assessment will be for students to write a narrative account.</p> <p>Cultural capital: Tolerance, war, democracy, rights of citizens, and what we expect from our leaders.</p>

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<p>Assessment Objectives Explain question 12 marks Skills to be tested: knowledge, extended writing and development of explanation, and the ability to reaching a judgment.</p> <p>Explain why the Reformation happened. (12 marks)</p>	<p>Assessment Objectives Skills to be tested: knowledge, utility of a source, extended writing and development of explanation.</p> <p>How useful is source A for an Historian studying Elizabeth I's reign? (8 marks)</p>	<p>Assessment Objectives Mini test focusing on knowledge and applying skills. Big Test: Write a narrative account of the English Civil war</p>
<p>Mini test 1 extended writing</p>	<p>Mini test 1 source analysis Mini test 2 Extended writing</p>	<p>Big test 1: Knowledge, source analysis and extended writing.</p>
<p>Spring 02 Weeks 25-30 (6 weeks)</p>	<p>Summer 01 Weeks 33 – 38 (6 weeks)</p>	<p>Summer 02 Weeks 39 – 45 (7 weeks)</p>
<p>Content</p> <p>The Slave trade: why did the slave trade emerge? Why was the slave trade abolished?</p> <ul style="list-style-type: none"> • Nature of Atlantic slave trade • What life was like on plantations • Possible slave resistance including Haiti revolution • The role of black abolitionists • The role of British Campaigners (e.g. Clarkson and William Wilberforce) • The impact of popular protest in England • Economic factors explaining the end of the slave trade <ul style="list-style-type: none"> • Questioning how far slavery was actually abolished and the reasons why it continued. <p>Skills</p>	<p>Content</p> <p>A Time of Revolutionary Change</p> <ol style="list-style-type: none"> 1. Causes of the Industrial Revolution, including the agricultural revolution and technological innovation, population increase and migration to cities. 2. Key features of the industrial revolution, including changes to transportation. This should include railways and may include roads and/or canals. 	<p>Content</p> <ul style="list-style-type: none"> - Revise for UL end of Year Test - Complete Test - Feedback lesson and activity <p>The British Empire, 1760-1960</p> <ul style="list-style-type: none"> • First Empire/North Atlantic – settlement and sugar • Growth of British India • Impact of Napoleonic Wars, the Royal Navy and opposition to the slave trade • The Scramble for Africa • Britain in the Middle East • Decolonisation after 1945 – including migration to Britain/ Windrush • Concept of change and continuity

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<p>Students will look at interpretations and how they might differ if the author benefitted from slavery or not. Students will do more source analysis.</p> <p>Cultural capital: Diversity, tolerance, campaigning for rights, compassion, political and social protest.</p>	<p>3. 'The key role of at least one named individual and their impact their inventions had on industry.</p> <p>Note, individuals may include James Hargreaves, James Watt, George Stephenson, Isambard Kingdom Brunel and others'</p>	<p>Skills Students will practice more work on change and continuity. Students will also look at interpretations and why they may differ.</p> <p>Cultural capital: Empire, trade, colonialism. Benefits and disadvantages of an empire. How art and culture is used to promote a biased view.</p>
<p>Assessment Objectives Describe and explain a range of interpretations of the reasons for the end of the Slave Trade; Make judgements about the respective merits of the explanations and the reasons why the selected historians might reach different conclusions about the past.</p> <p>Study Interpretation 1 and 2 about the causes of the slave trade. What is the main difference between their views. (4marks)</p>	<p>Assessment Objectives Causation and extended writing. Judgement and interpretation</p>	<p>Assessment Objectives: Explain the important developments in the British Empire between c.1760 and c.1960 which led initially to the acquisition of colonies and later to colonies gaining their independence; Articulate how far the empire did or did not change.</p>
<p>Mini test: interpretations</p>	<p>Mini test 1 interpretations Mini test 2 extended writing</p>	<p>Big test 2 UL End of Year Assessment: Knowledge, source analysis and extended writing.</p>