



The High School
Leckhampton

Year 8 HISTORY



Topic Titles

The English Civil War
The Transatlantic Slave Trade
The Industrial Revolution
The British Empire
Revolts and Revolutions

Intent

Our curriculum is *broad, diverse and inclusive*. It allows our students to gain a sense of their own national and cultural identity through developing a thorough understanding of key events in the history of Britain and how they relate to global events. Through studying key events between 1603 and 1900 they will begin to develop the key skills of the historian, using evidence critically and understanding history as a constructed narrative that varies depending on time, place and perspective.

Links with other subjects

The curriculum links to RE as students consider challenges to religion during the Industrial Revolution. There are also strong links to PSHE through the module about the Transatlantic Slave Trade. Geographical skills will help students gain a sense of place when considering the historical debates surrounding the British Empire.

How will knowledge and skills be taught?

The curriculum is framed around enquiry questions. We approach each topic by breaking it down into smaller enquiries that link to three themes: power, beliefs and ordinary people. Through tackling these enquiry questions students will practice the skills of explanation, questioning interpretations, critical analysis and justifying opinions. These are transferrable and students will become questioning, curious citizens who are able to handle information in a balanced, critical way.

How can parents help?

Parents can help by encouraging students to:

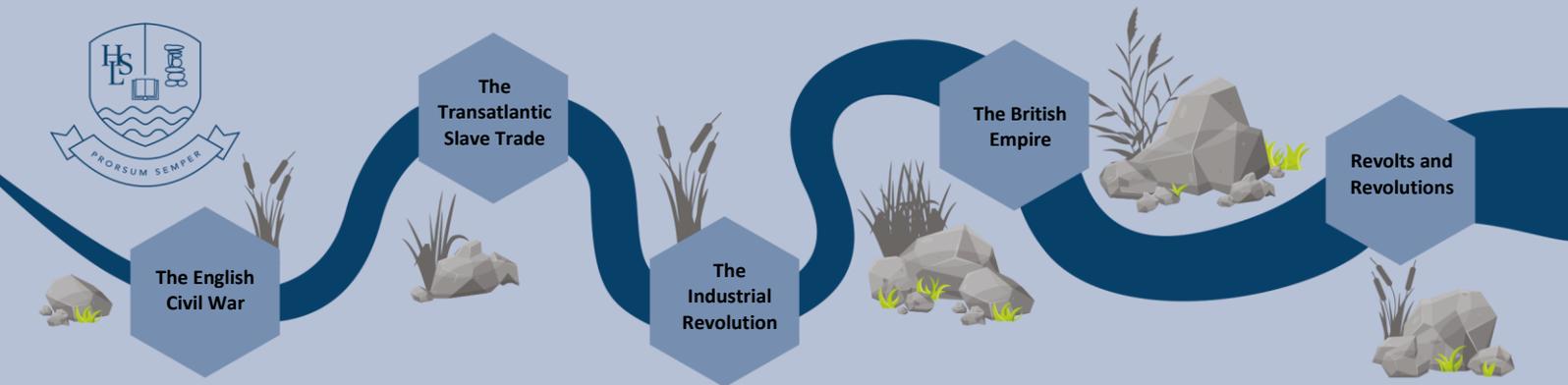
- remain up to date with homework and consolidation tasks
- ask for the term's 'Reach' reading article
- talk about what they are learning and ask questions, demonstrating curiosity
- look at how they can enhance their understanding by going on a family outing to a historic site – for example Gloucester docks, the Birmingham Back to Backs or the Bristol museums (such as M Shed)

Recommended Reading and Preparation for Learning

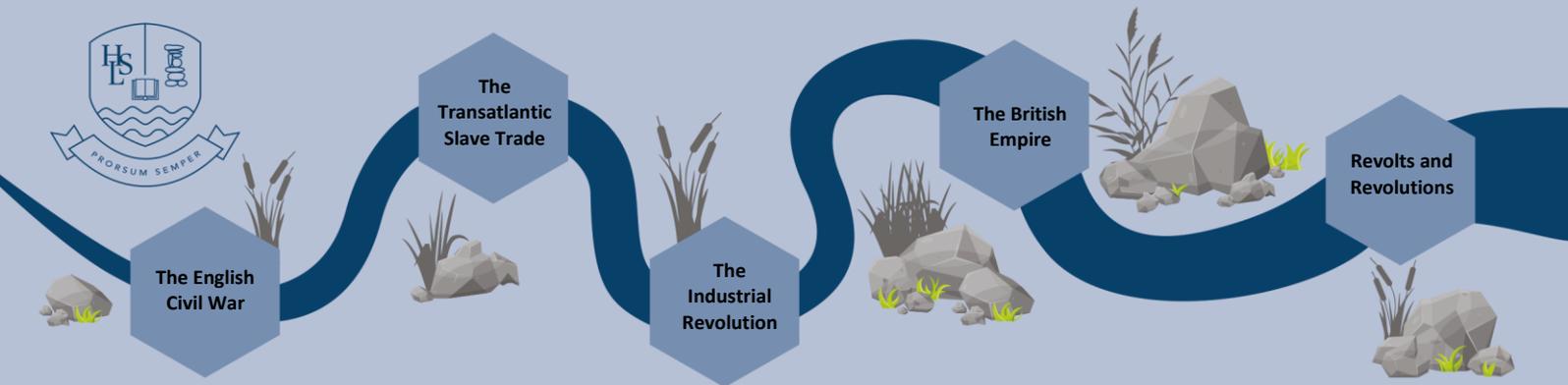
Students will have access to additional reading and online resources throughout the year such as articles from BBC History magazine and extracts from key texts written by historians who are experts in their field. Students can access all of these resources via the VLE, on the History pages.

These resources will be added to throughout the year to ensure students have access to the most up to date historical thinking and stay abreast of new discoveries and events.

Students can also consult the History department's recommended reads in the Learning Resource Centre



Subject: History		Year Group: 8		Module: 7	
Module/Theme: The English Civil War					
Topic Outline & Aims (Intent) The focus of the unit is to ensure that students understand the causes of the Civil War and, importantly, the consequences.					
Key Skills and Knowledge taught through this topic: (Intent) Students will learn about Charles I's belief in the Divine Right of Kings, how the actions of the King and Parliament contributed to the raising of the Royal Standard in 1649, and key events of the war itself, including a local study. They will also learn about popular political movements at the time of the Civil War and evaluate whether Charles's execution made life better or not. Students will learn to group causes together and consider how causes can be categorised. They will be able to compare causes and make supported judgements about the importance of causes, looking at them comparatively. They will also be able to use key terms correctly, in context. They will make links between this period and events following it.					
Prior Learning: (Context) KS2: links to topics about monarchy and power KS3: links to concepts of absolute monarchy, development of the power of Parliament and Magna Carta		Future Learning: (Context) KS3: foundations for topics on the extension of the franchise, and the French and American Revolutions KS4: N/A		National Curriculum Links: (Context) This module relates to the NC strand about the development of Church, state and society in Britain 1509-1745	
RRSA Links: Article 31: rest, play, culture and the arts			Assessment of Learning: (Impact) SUMMATIVE: Key vocabulary 10-question test; Assessment including retrieval questions and a 'talking heads' task about the consequences of the Civil War FORMATIVE: Marking of student notes about causes and consequences INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes		
British Values Links: Democracy and the rule of law					
Eco Schools Links: N/A					
Reading / Enrichment: Various articles from BBC History magazine, available on the VLE or via the 'Reach' folders in History classrooms Links to videos and podcasts on the History section on the VLE		Key Vocabulary: (Literacy) <ul style="list-style-type: none"> • Divine Right of Kings • government • Royalist • Parliamentarian • Roundhead • Cavalier • republic • Leveller • Digger • Leveller 		Numeracy Opportunities: N/A	
Career Links: Historian Documentary maker Political commentator Archaeologist Museum curator Teacher/lecturer Archivist Journalist Heritage manager Researcher					



Subject: History		Year Group: 8		Module: 8	
Module/Theme: The Transatlantic Slave Trade					
Topic Outline & Aims (Intent) This module allows pupils to explore a key subject – British involvement in the Transatlantic slave trade. They will be able to describe Africa at the time of the slave trade, and the different stages of the journey for enslaved Africans. They will explain the reasons for the development of the slave trade and its impact on the cities of Gloucester and Bristol. Finally, they will explain the significance of the slave trade today and form a judgment about how we as a nation address the enduring legacy of slavery.					
Key Skills and Knowledge taught through this topic: (Intent) Pupils will know what slavery is, the reasons why the trade developed and the short- and long-term consequences of slavery. They will know about local links with slave trade, through studies of Gloucester and Bristol. They will be able to describe the legacy of slavery in Britain. The key concepts of cause and consequence, and significance, are central to this module.					
Prior Learning: (Context) KS2: N/A KS3: links to Module 6 – The Age of Discovery		Future Learning: (Context) KS3: links to Module 9 – The Industrial Revolution and Module 10 – The British Empire KS4: N/A		National Curriculum Links: (Context) This module relates to the NC strand about ideas, political power, industry and empire, Britain 1745-1901	
RRSA Links: Article 8 – protection and preservation of identity Article 9 – separation from parents Article 19 – protection from violence, abuse and neglect			Assessment of Learning: (Impact) SUMMATIVE: Key vocabulary 10-question test; Short answer assessment + oracy task FORMATIVE: Marking of key piece of work in preparation for summative assessment INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes		
British Values Links: Individual liberty					
Eco Schools Links: N/A					
Reading / Enrichment: Various articles from BBC History magazine, available on the VLE or via the 'Reach' folders in History classrooms Links to videos and podcasts on the History section on the VLE		Key Vocabulary: (Literacy) <ul style="list-style-type: none"> • abolition • Middle Passage • emancipation • plantation • prejudice • dehumanise • shackles • slave economy • commodities • imperialism 		Numeracy Opportunities: <ul style="list-style-type: none"> • working with graphs and numbers to understand why the trade in enslaved Africans was so profitable 	
Career Links: Historian Documentary maker Political commentator Archaeologist Museum curator Teacher/lecturer Archivist Journalist Heritage manager Researcher					