



The High School
Leckhampton

Year 8 HISTORY

Topic Titles

1485-1603 – How stable was Tudor England?
1603-1688 – What was the impact of the Civil War?
1688-1838 – Did revolution bring about meaningful change?
Was the Industrial Revolution a 'good thing' for Britain?
Breadth study: Movement and migration
Local study: What can we learn about crime and punishment in Gloucestershire?

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 1066 and 1485 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.

How will knowledge and skills be taught?

The curriculum is framed around enquiry questions. Overarching questions are broken 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.

Links with other subjects

The first topic of the year links with RE as students study the changes to religion under Henry VIII. The curriculum links to science as they consider how developments in scientific thinking and understanding led to challenges to religion. A study of the Arts and Crafts movement links to considering if the Industrial Revolution was a 'good thing' for Britain. Geographical skills will help students gain a sense of place when exploring movement and migration later in the year.

How can parents help?

Parents can help by encouraging students to:

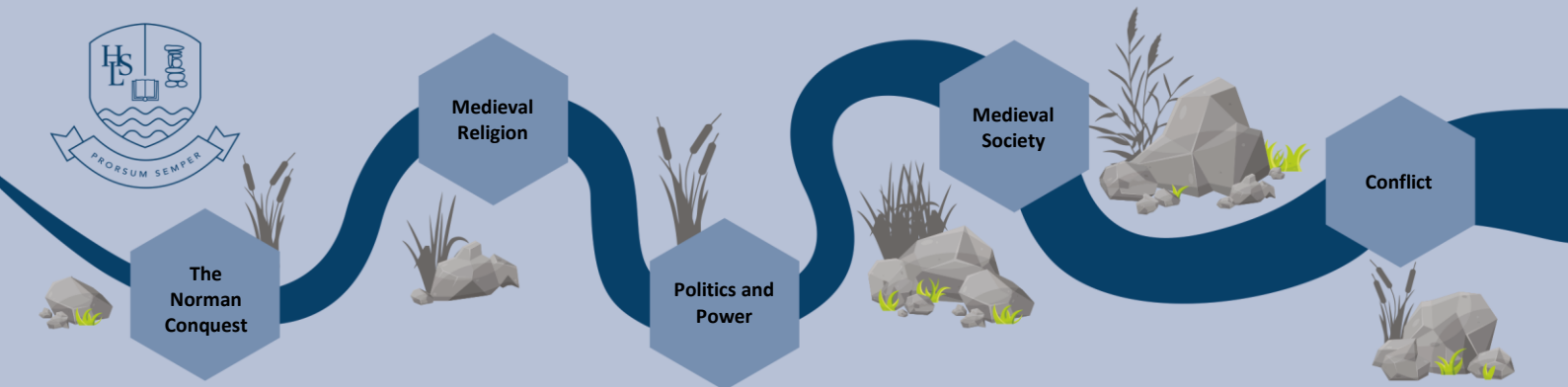
- remain up to date with homework and consolidation tasks
- ask for the term's 'Reach' reading article
- talk about what they are learning and ask questions, demonstrating curiosity
- look at how they can enhance their understanding by going on a family outing to a historic site – for example a local Catholic or Protestant church, Gloucester docks, or the Bristol museums

Recommended Reading and Preparation for Learning

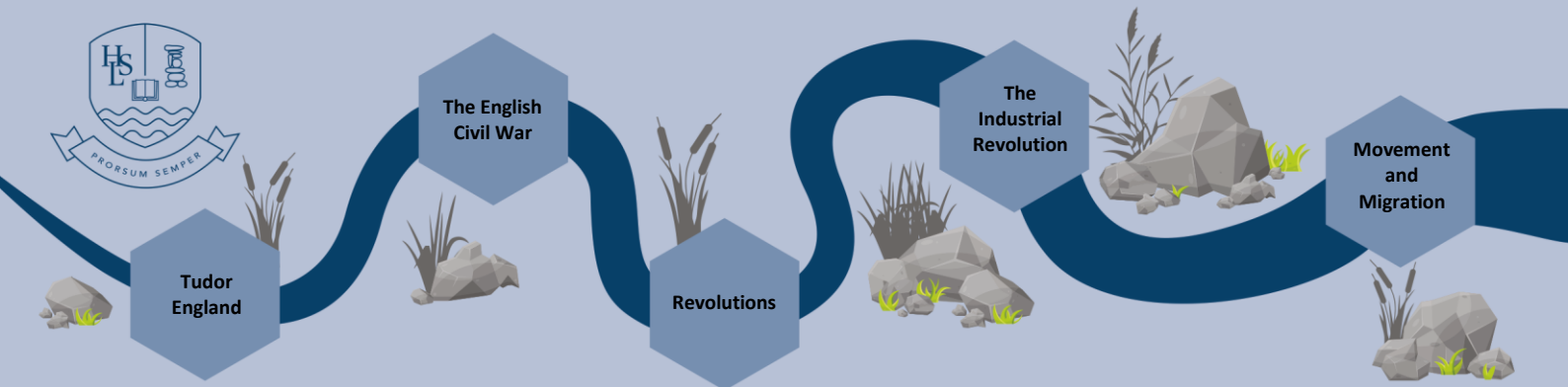
Students will have access to additional reading and online resources throughout the year such as articles from BBC History magazine and extracts from key texts written by historians who are experts in their field. Students can access all of these resources via the VLE, on the History pages.

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.

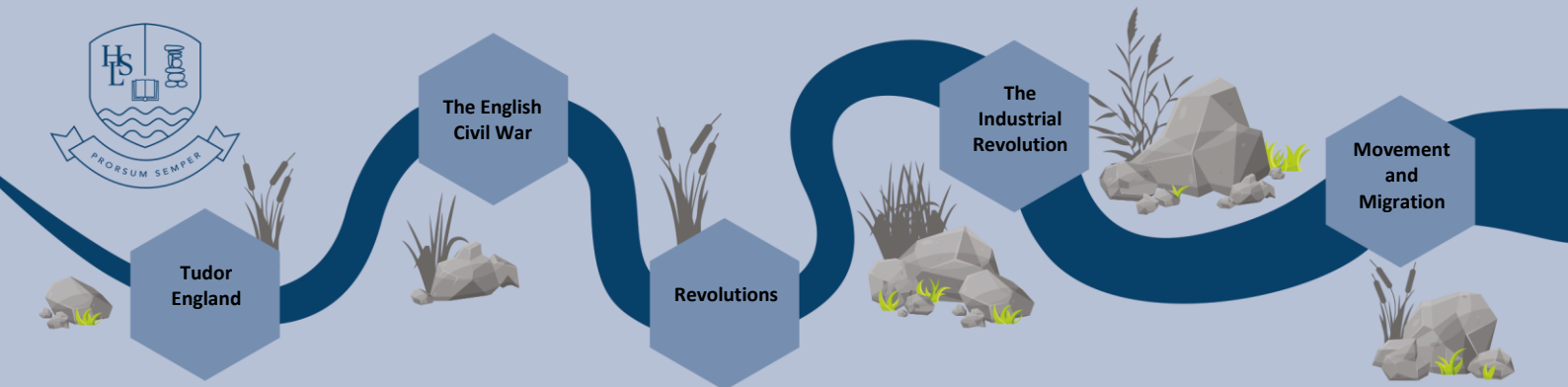
David Olusoga's book for children *Black and British* is an excellent text that explores Black history in Britain over time.



Subject: History		Year Group: 7		Term: 1	
Module/Theme: Was the Norman Conquest “a truckload of trouble” for England?					
Topic Outline & Aims (Intent) At the start of this unit of work students will lay down the foundations for the study of history with a series of lessons about time, chronology and historical periods. Students will then recap their KS2 learning about the Anglo-Saxons and then move on to study the events of 1066. Activities will include considering why William won at Hastings, and an extended activity focusing on the consequences of the Conquest for the English people.					
Key Skills and Knowledge taught through this topic: (Intent) Historical skills are at the heart of this first unit of work, especially the concepts of chronological order and working with historical periods. The key concept is cause and consequence and students will learn how to write a PEEL (Point, Evidence, Explanation, Link) argumentative paragraph. We return to the skill of explaining ideas several times during the unit, to ensure students have the opportunity for deliberate practice of this skill.					
Prior Learning: (Context) KS2: Life in Anglo-Saxon England		Future Learning: (Context) KS3: Politics and power, absolute monarchy and the English Civil War; migration thematic study KS4: links to topics at GCSE, to be decided		National Curriculum Links: (Context) This module links to the National Curriculum strand <i>The development of Church, state and society 1066-1509</i> .	
RRSA Links: N/A			Assessment of Learning: (Impact) SUMMATIVE: PEEL paragraph agreeing or disagreeing with an historian’s interpretation FORMATIVE: key vocabulary recall test; practice task focusing on PEEL paragraph writing skills INFORMAL: low-stakes quizzes, questioning, show-me boards, VLE self-marking quizzes		
British Values Links: Democracy 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	Key Vocabulary: (Literacy) chronology, AD, BC, decade, century, millennium, Anglo-Saxon, hereditary, monarchy, succession, heir, Bayeux Tapestry, Domesday Book, rebellion, feudal system, castle, baron, villein, knight	Numeracy Opportunities: N/A		Career Links: Historian Documentary maker Political commentator Archaeologist Museum curator Teacher/lecturer Archivist Journalist Heritage manages Researcher	



Subject: History		Year Group: 8		Term: 2	
Module/Theme: What was the impact of the Civil War?					
Topic Outline & Aims (Intent) The focus of the unit is to ensure that students understand the impact and significance of the Civil War so they can make links with future topics such as the development of democracy. Students will also study wider change during this period including the development of science and its impact on religious belief, and changes in the spheres of culture and the arts. Learning about the Restoration of the monarchy will prompt students to consider short and long-term impacts of the Civil War.					
Key Skills and Knowledge taught through this topic: (Intent) 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 development of 17 th and 18 th century democracy, and the French and American Revolutions KS4: Links to possible topics at GCSE, to be decided		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: skills task focused on the causes of the English Civil War FORMATIVE: key vocabulary recall test 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 about the Renaissance and Shakespeare clips, available on the VLE	Key Vocabulary: (Literacy) terrorism, Divine Right of Kings, civil war, Royalist, government, Parliamentarian, Roundhead, Cavalier, New Model Army, Protectorate, Lord Protector, republic, Puritan, Restoration, Renaissance	Numeracy Opportunities: N/A	Career Links: Historian Documentary maker Political commentator Archaeologist Museum curator Teacher/lecturer Archivist Journalist Heritage manages Researcher		



Subject: History		Year Group: 8		Term: 3	
Module/Theme: Revolution! 1688-1838					
Topic Outline & Aims (Intent) The aim of this module of work is for pupils to engage with the problems that caused countries around the world to call for revolution during the late 17 th to early 19 th centuries. Students will have the opportunity to learn about several challenges faced by monarchs and governments and evaluate how successful they were. This will then lead to them considering which of the ‘revolutions’ deserve that title and the significance of each in bringing about lasting change.					
Key Skills and Knowledge taught through this topic: (Intent) This module provides students with the opportunity to consider events alongside each other, evaluating their individual and comparative significance. After learning about each event, they will consider ‘how far’ it brought about meaningful change. They will have the opportunity to argue their point of view on whether the American or French Revolutions brought about the most significant change in their assessment, intended to develop their skills of oracy, at the end of the module.					
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; also English Civil War		Future Learning: (Context) KS3: links to Year 9 politics and social history topics KS4: Links to various possible topics at GCSE, to be decided		National Curriculum Links: (Context) This module primarily relates to the NC strand about ideas, political power, industry, and empire: Britain, 1745-1901	
RRSA Links: N/A		Assessment of Learning: (Impact) SUMMATIVE: oracy task, arguing that either the American or French Revolution brought about the most significant change FORMATIVE: key vocabulary recall test; tasks related to considering significance 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 about the scientific revolution	Key Vocabulary: (Literacy) revolution, significance, democracy, colony, legislation, independent, republic, abolition, nobles, the Bastille, massacre, Chartism, reform, constitution, ballot	Numeracy Opportunities: Discussion of chronology, and time periods between dates gives maths opportunities.		Career Links: Historian Documentary maker Political commentator Archaeologist Museum curator Teacher/lecturer Archivist Journalist Heritage manages Researcher	