

Humanities Department (History) - Year 8 (Autumn term 1) - Topic: The reformation of the English Church

Learning Journey

| Prior learning: In year 7, students will have studied Medieval England and religion in the 'Islamic World' | | | | | | | |
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| Learning sequence – The reformation of the English Church | | | | | | | Endpoint |
| Main learning steps | Students are introduced to Henry VIII, including his character and religious background. | Students consider the problems Henry faced in achieving his personal and national aims. | Students look at the changes Henry made to England in order to solve his problems, they will analyse the impact of these solutions. | Students are introduced to Edward VI and the changes that he made after his father's initial change. | Students will investigate the life of Mary I. They will evaluate arguments for and against her deserving the nickname 'Bloody Mary' | Students are introduced to Elizabeth I and her religious settlement. Comparisons could be made with other religious difficulties in the world at this time. | Students will have also developed their essay writing skills, including structuring paragraphs, evaluation and analysis. |
| Assessment | Formative assessment. Students will practice P.E.E (Explain) skills by writing a paragraph on which of Henry's problems was the biggest. | | Essay question - completed under formal exam conditions. This will be marked by teachers with feedback and targets provided for improvement. | | Formative assessment – Inference skills Bloody Mary inference grid | | |

Where will we use these ideas again: Students will explore these ideas again at KS4 when studying the Early Elizabethan England and Medicine through Time units.

Topic: Stuart England - Charles I and the Civil War - Learning Journey

Prior learning: In year 7, students will have studied Medieval England monarchs and Tudor monarchs earlier in year 8.

| Learning sequence – The English Civil War and the Enlightenment | | | | | | | Endpoint |
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| Main learning steps | Students will consider the concept of ‘what is power?’ and consider the role of the monarchy both in modern times and throughout history. | Students will explore the challenge to Charles I monarchy by evaluating his trial for treason. | Students will look at evidence that suggests both arguments for and against Charles I having committed treason against his country. | Students will analyse both side of the evidence and make a judgement as to whether or not Charles deserved the death penalty. | Students will explore the period of ‘Enlightenment’ and the changes that came with that, including the Royal Society. | Students will look at change over time and the impact of the Enlightenment when considering the differences between the Black Death and Great Plague. | Students will have developed an understanding of the role of the monarchy and what can happen when power is challenged. They will have also developed their source analysis skills, including using evidence, own knowledge and provenance. |
| Assessment | Students complete an inferences style assessment exploring the reasons why Charles was executed. This will be marked and assessed by their teacher. | | Formative assessment, inference skills on ‘Bloody Mary’. | | | | Inference questions - completed under formal exam conditions. This will be marked by teachers with feedback and targets provided for improvement. |

Where will we use these ideas again: Students will explore some of these ideas again at KS4 when studying Medicine through Time unit.

Humanities Department (History) - Year 8 (Spring term 1)

Topic: The British Empire and the Slave Trade - Learning Journey

Prior learning: In year 7 students will have studied aspects of migration

| <i>Learning sequence – Intro to British Empire and the Slave Trade</i> | | | | | | | <i>Endpoint</i> |
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| <i>Main learning steps</i> | Students are introduced to the concept of the British Empire and why it began. | Students explore life in Western African prior to the slave trade. In particular the Kingdom of Mali. | Students examine the reasons used to justify slavery and investigate the 'slave triangle' and why it was so profitable. | Students will explore the treatment of enslaved people, considering conditions and punishments. | Students will analyse different forms of resistance to slavery, including music, escapes and the underground railroad. | Students will look at the events leading to the abolition of the Slave Trade in Britain in 1807. Analysing the impact of key individuals and groups involved in the campaigning and protests. | Students will have developed an understanding of the impact the British Empire on the creation of the Transatlantic Slave Trade through to its abolition in 1807. They will have built on their skills of analysis through the formative and summative assessments. |
| <i>Assessment</i> | Students complete a 'How far do you agree' GCSE essay style assessment analysing the significance of William Wilberforce. | | | | | Formative assessment. Students will practice P.E.E (Explain) skills by writing a paragraph on one factor why the slave trade was abolished. | 'How far do you agree?' Essay question - completed under formal exam conditions. This will be marked by teachers with feedback and targets provided for improvement. |

Where will we use these ideas again: Students will continue some of these ideas in the next unit on Civil Rights, as well as links to the British Empire on the GCSE Elizabethan Paper 2 unit.

Humanities Department (History) - Year 8 (Spring term 2)

Topic: Civil Rights and resistance - Learning Journey

Prior learning: In year 7 students will have studied aspects of migration

| Learning sequence – Civil Rights and resistance – USA 1865-1965 | | | | | | | Endpoint |
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| Main learning steps | Students are introduced to life in the USA after the Slave Trade, considering concepts such as segregation and the Jim Crow Laws. | Students explore resistance and threats to the Civil Rights Movement with a case study on the Ku Klux Klan | Students will begin to examine specific key events such as the Little Rock Nine and analyse change over time | Students will consider the role of different leaders and evaluate the impact of different forms of peaceful and violent resistance. | Students will complete a timeline summarising and analysing the change over time and the importance of key events throughout the movement | Students will explore aspects of Modern Slavery and consider its relevance in today's world. | Students will have developed an understanding of the Civil Rights movement and life in the USA after the Slave Trade. Their knowledge will be tested in the assessment |
| Assessment | Students complete a knowledge and recall based assessment. | | | | | Formative assessment. Students be given a true or false test to check their knowledge so far (Peer assessed). | Summative knowledge / recall assessment, students will complete a knowledge test, which will initially be peer assessed and checked by the teacher. |

Where will we use these ideas again: Students will continue some of these ideas in the next unit on Empire and in particular apartheid in South Africa, as well as links to the British Empire on the GCSE Elizabethan Paper 2 unit.

Humanities Department (History) - Year 8 (Summer term 1)

Topic: The global impact of the British Empire - Learning Journey

Prior learning: In year 7 students will have studied aspects of migration, they were also introduced to the beginnings of the British Empire at the start of the year 8 unit on the Slave Trade.

| <i>Learning sequence – The global impact of the British Empire</i> | | | | | | | <i>Endpoint</i> |
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| <i>Main learning steps</i> | Students explore the myths vs the reality of Piracy in the Caribbean | Students study and evaluate the impact of the British Empire in India, considering different historical interpretations | Students examine the ‘Scramble for Africa’, including the role of other European powers and the mindset of individuals such as Cecil Rhodes. | Students explore the legacy of the British Empire and the impact of apartheid in South Africa | Students re-visit the concept of resistance to oppression and evaluate the different methods used to oppose apartheid in South Africa. | Students explore the impact of Empire closer to the UK and complete a case study on the Great Irish Famine. | Students will have developed an understanding of the global impact of the British Empire. Their knowledge will be tested with a ‘How would you follow up this source?’ mini-assessment |
| <i>Assessment</i> | Formative assessment – students complete a ‘How would you follow up this source?’ practice on piracy | | | ‘How would you follow up this source?’ style assessment on apartheid in South Africa | | | |

Where will we use these ideas again: Students explore links to the British Empire on the GCSE Elizabethan Paper 2 unit.

Humanities Department (History) - Year 8 (Summer term 2)

Topic: Industrial Revolution and Victorian London - Learning Journey

Prior learning: This unit continues the chronological journey through history.

| Learning sequence – Industrial Revolution and Victorian London | | | | | | | Endpoint |
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| Main learning steps | Students are introduced to what is concept of the Industrial Revolution and why it occurred. | Students investigate the impact of the industrial revolution on cities including overcrowding | Students explore the impact of the industrial revolution on children in the factories. | Students will be introduced to the background of Victorian London and the Whitechapel murders. | Students focus on the different reasons why the murderer was never caught. | Students use different sources to make inferences about the different factors. | Students will understand some of the different impacts of the industrial revolution. They will develop their source skills, in particular inference. |
| Assessment | Students complete an inferences style assessment exploring the reasons why the Whitechapel murderer was never caught. This will be marked and assessed by their teacher. | . | | Formative assessment. Students will practice inference source skills on images of Victorian London. | | | Inference questions - completed under formal exam conditions. This will be marked by teachers with feedback and targets provided for improvement. |

Where will we use these ideas again: Source skills for causation, linking, prioritising and analysis will be revisited as part of the KS4 exam skills and questions.