

Year 8 History Curriculum Plan

Big idea 1
Demonstrate knowledge



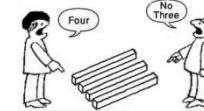
Big idea 2
Explain historical events



Big idea 3
Analyse and evaluate
sources



Big idea 4
Analyse and evaluate
interpretations



Big idea 5
Written
communication



communication

	Key questions and themes	Overview of the unit	Big idea	Assessment	Cross Curricular Skills	Resources and suggested sites
<p>Unit 1</p> <p>Religious Change in Tudor England 1500-1600</p>	<p>Who are the Tudors?</p> <p>Why did Henry 'break from Rome'?</p> <p>How and why did religion change under the following monarchs:</p> <p>Edward Mary Elizabeth Assessment</p> <p>Does Mary deserve the nickname 'Bloody Mary'?</p>	<p>Students will explore the period of the most controversial royal family; The Tudors.</p> <p>They explore reasons for Reformation, the contest for power and social, economic, political and religious in the reign of each Tudor monarch.</p> <p>Students will investigate if and how England experienced a 'religious rollercoaster' under the Tudor monarchs.</p>	1, 2 and 5	<p>In the final assessment students will be required to answer shorter style sources based questions as well as longer essay questions.</p> <p>They will analysis of continuity and change, explaining reasons for reformation and compare sources.</p>	<p>Literacy</p> <p>Reading of both text and image sources. Written essays as well as responses to shorter style explain questions. Understanding of command words</p> <p>Numeracy: Analysis of continuity and change. Living graphs.</p> <p>Thinking Skills: Students will develop a social, moral, spiritual and cultural appreciation of the Tudor era.</p>	<p>Bitesize</p> <p>http://www.bbc.co.uk/timelines/zxnb82</p>

	How do historians view religious change in the Tudor Period?			Lessons will be devoted to assessment review and redrafts.		
<p>Unit 2</p> <p>Interpretations of Cromwell</p> <p>1599-1688</p>	<p>What are interpretations?</p> <p>Who is Cromwell?</p> <p>Why has Cromwell been perceived as a hero?</p> <p>Why has Cromwell been perceived as a villain?</p> <p>How and why have interpretations of Cromwell changed?</p>	<p>Students investigate the life and controversies of Oliver Cromwell. They explore various interpretations of him to use a range of evidence to formulate their own justified verdict.</p> <p>This unit allowed students to use their knowledge to support and challenge interpretations offered in both written sources and satirical cartoons.</p> <p>They are also encouraged to analyse and evaluate the interpretations offered, their potential purpose and reliability.</p> <p>In addition to this students explore historiography and how and why interpretations of Cromwell have changed over various periods.</p>	1, 4 and 5	Students are required to study a range of image and written sources to answer both shorter and longer style questions about the interpretations of Cromwell.	<p>Literacy: Reading of both text and image sources. Written essays as well as responses to shorter style explain questions. Understanding of command words. Students will engage in debate.</p> <p>Numeracy: Analysis of continuity and change. Living graphs. Evaluation of changing interpretations</p> <p>Thinking skills: Students will develop both independent enquiry and writing skills. They will also develop teamwork and creativity skills when developing their own supported interpretations.</p>	<p>Bitesize</p> <p>https://schoolhistory.co.uk/year8links/civilwar/cromwellheroorvillain.pdf</p>

<p>Unit 3</p> <p>Atlantic Slave trade 1400-1890</p>	<p>What was the political, social and economic structure of pre-colonial West Africa?</p> <p>What does it mean to be free?</p> <p>How was the Triangular organised?</p> <p>How did Britain benefit from The Atlantic Slave Trade?</p> <p>What did the Captures of slaves involve?</p> <p>What did the Middle passage and auction involve?</p> <p>Were plantation revolts successful?</p> <p>Abolition Civil War Legacy</p>	<p>Students start the unit by gaining an appreciation of pre-colonial Africa and ancient civilisation. They explore the concept of freedom and slavery and understand the different stages of The Atlantic Slave Trade.</p> <p>Liverpool is used as a case study to explore hoe Britain was involved and benefitted from the trade of slaves. Students recognise the remarkable stories and achievements of key individuals like Harriet Tubman.</p> <p>They use the history of African Americans to analyse and engage in debate about race relations in America today.</p>	<p>1, 3 and 5</p>	<p>This is a source base assessment in which students are required to make supported inferences, analytically compare sources and applying sound knowledge to support and challenge sources.</p>	<p>Literacy: Students will be required to read a range of a wide range of written sources, formulate written arguments, use analysis verbs and source specific words.</p> <p>Numeracy: Students will engage in number and statistics.</p> <p>Thinking skills: Students engage in debate surrounding issues of morality, ethics and race relations.</p>	<p>Hodder textbook: Atlantic Slave Trade</p>
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<p>Unit 4</p> <p>The legacy of WWI</p> <p>1914-2016</p>	<p>What were the causes of WWI?</p> <p>What were the events of the War itself?</p> <p>What did soldiers experience?</p> <p>What happened at The Battle of Somme and what does this reveal to us about the significance of the war?</p> <p>Who was impacted by war?</p> <p>What is the legacy of World War I?</p>	<p>Students explore the significance of World War I by answering a range of enquiry questions. They investigate the short and long term causes and consequences.</p> <p>They learn to analyse political cartoon and fully evaluate the legacy WWI by making modern connection.</p> <p>Students also engage with differing historian views about the causes, consequences and legacies of the war.</p>	<p>1, 2 and 4</p>	<p>Students will be assessed through a causation essay requiring students to argue the cause for WWI. This will require, essay writing skills, the ability to use a range of sources, apply specific own knowledge and engage with historian views.</p>	<p>Literacy:</p> <p>Reading of both text and image sources. Written essays as well as responses to shorter style explain questions. Understanding of command words. Students will be required to plan arguments, debate and analyse both text and image sources.</p> <p>Numeracy: Students will work with numbers when focusing of battles as case studies.</p>	<p>The First World War textbook:</p> <p>ISBN: 9781471842</p> <p>https://www.youtube.com/watch?v=X2DLybNYta4</p>
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