

Year 8 Topics

In year 8 we teach the following modules over the course of the year. Each module draws on prior learning from KS2 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

| Topic | Rationale | Knowledge acquisition <i>...that (Declarative) how to (Procedural)</i> | Key vocabulary | Skills and enrichment |
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| Who had the most power in Tudor England? | Students understand the changing nature of power between the Church and the Crown, understand religious changes Links to KS2: chronological understanding of nations history, historical concepts, historical terms, a study or theme beyond 1066 Ladders to: changing nature of power i.e Civil War, changing importance of religion | <p>1. Henry VIII and his power. To know how Medieval King's kept control? To know how to make inferences from a source.</p> <p>2. Who was Henry VIII and who were his wives? To know that Henry's love life affected the role of the Church. To know how to explain who was more powerful- the King or Church</p> <p>3. Black Tudors To know that England was diverse in the 16th Century. To know how to extract information about key historical figures to make judgements.</p> <p>3. Henry VIII problems. To know that Henry VIII had problems with the church. To know how to categorise problems and solutions.</p> <p>4. Henry VIII solutions. To know that Henry changed the church. To know how Henry changed the church</p> | Hierarchy, King, Pope, Feudal system, Peasant, Baron, King Henry VIII, Pope Clement VII, power Henry VIII, Defender of the Faith, religion, power, alliance, heir, Catherine of Aragon, Anne of Cleves, Catherine Howard, Anne Boleyn, Jane Seymour, Katherine Parr John Blanke, Jaques Francis, Mary Fillis, Cattellina, Reasonable Blackmore, Diego. Love, marriage, heir, monasteries, money, power, advisor, Protestant, Catholic Break with Rome, monasteries, advisors, Protestant, Catholic, Act | <ul style="list-style-type: none"> • Change and continuity • Cause and consequence • Similarity and difference • Source analysis • Interpretations • Significance • Explanation • Comparison Numeracy: Chronology, Roman numerals Literacy: Etymology of key terms, understanding of religious language, extended writing, Reading: reading and understanding of texts, sources and interpretations |

| | | <p>To know <i>how to explain the impact of Henry having the monasteries closed down.</i></p> | of Supremacy, Parliament, dissolution, | Cultural Capital: development of religion Links to the national curriculum: chronological narrative, change and continuity, difference and significance, The development of the Church, State and Society in medieval Britain |
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| | | <p>5. Changes to the Church. <i>To know that religion changed under the Tudors.</i> <i>To know how to identify differences between Protestant and Catholic churches.</i></p> | Protestant, Catholic, Bible, Service, Priest, Sin, Latin, Pope | |
| | | <p>6. Religious change- Edward VI <i>To decide if King Edward VI was a good King?</i> <i>To know how to evaluate evidence about King Edward's actions</i></p> | Heir, Protector, Protestant, Book of Common Prayer, Latin, Holy Communion | |
| Topic | Rationale | Knowledge acquisition | Key vocabulary | Skills and enrichment |
| Why was the 17th Century so turbulent? | <p>Students continue to understand the impact of religion on the lives of the people, links to GCSE Medicine through time topic (Great Plague)</p> <p>Links to: Topic 1 and 2- changing nature of religion and power</p> | <p>1. Gun powder plot- causes and events <i>To know what the Gunpowder plot was and what happened?</i> <i>To know how to hypothesise whether or not the event was preventable</i></p> <p>2. The Gun powder plot- who was involved? <i>To know how to use evidence to make judgements.</i></p> <p>3. Witchcraft <i>To know that superstition was common during the Stuart period.</i> <i>To know how to evaluate how suspicious James I was.</i></p> | 1605, James I, King, Catholic, Protestant, fines, Robert Catesby, Guy Fawkes, Houses of Parliament, | <ul style="list-style-type: none"> • Change and continuity • Cause and consequence • Source analysis • Interpretations • Significance • Explanation • Comparison <p>Numeracy: Chronology</p> <p>Literacy: etymology of key words, spelling and definition of key words, extended writing, persuasive writing</p> |

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| | <p>4. Causes of the Civil War To know what the long term causes of the ECW were. To know what the short term causes of the English Civil War were. . To know how to create a living graph for the changing power of Parliament changed over time.</p> | <p>Parliamentarian, Puritans, Royalists, Money, Power</p> | <p>Reading: reading of extended texts, sources and interpretations</p> <p>Cultural capital: Key historical sites, wider understanding of Cromwell in Ireland</p> <p>Links to the national curriculum: chronological study, historical terms, methods of historical enquiry, The development of Church , state and society in Britain 1509-1745</p> |
| | <p>5. Soldiers and events of the Civil War. To that there were differences between the two armies of the Civil War were like To know how to describe the differences between the soldiers.</p> | <p>Roundheads, Cavaliers, New Model Army, Edgehill, Marston Moor</p> | |
| | <p>6. Execution of Charles I To know that Charles I was put on trial. To know how to make a reasoned judgement about whether Charles should be killed.</p> | <p>Trial, traitor, Divine right of Kings, Parliament, govern</p> | |
| | <p>7. Oliver Cromwell- To know that Cromwell was significant after the Civil War. To know how to summarise events into bullet points.</p> | <p>Oliver Cromwell, New Model Army, Puritan, monarch, abolish, Lord Protector, Catholic, Ireland, Hero, Villain, Interpretation</p> | |
| | <p>8. Great Plague</p> | <p>note: The Black Death is covered in Year 7- including symptoms, ideas</p> | |

| | | <p>To know <i>that</i> the Great Plague shows a change in ideas since the Black Death.</p> <p>To know <i>how to</i> categorise events into factors.</p> | and cures- this does not need to be re-covered) 1665, Lord Mayor, Bill of Mortality, disease, religion, epidemic, watchmen, bad air, miasma | |
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| | | <p>9.The Great Fire of London-</p> <p>To know <i>that</i> the Great Fire of London may not have been an accident.</p> <p>To know <i>how to</i> write a PEEL paragraph to give a judgement.</p> | 1666, Pudding Lane, bakery, overcrowding, disease, Sir Christopher Wren, arson, accident, Catholic | |
| Topic | Rationale | Knowledge acquisition | Key vocabulary | Skills and enrichment |
| How civilised was the Empire? | <p>Links to KS2: understand significant aspects of the wider world, historical terms i.e. empire, historical perspective</p> <p>Ladders to: Year 9- World war 1+2, GCSE- America 1920-1975</p> | <p>Why did Britain want an Empire?</p> <p>To know what is an Empire.</p> <p>To know how to categorise reasons into factors.</p> <p>What did Britain gain from an Empire?</p> <p>To know the impact of the Empire at the time</p> <p>To know how to explain how Britain used racism to justify the Empire</p> <p>What was the Slave trade triangle?</p> <p>To know how the Transatlantic slave trade worked</p> <p>To know how to identify parts of a story.</p> <p>What was the Middle Passage?</p> | Colony, trade, produce, cotton, slave, territory, power, trade, produce, cotton, slave, territory, power Britain, Africa, Caribbean, North America, trade Guns, cloth, Iron, slaves, Ivory, Sugar, Rice, Silk, Gunpowder, Rum, trade, power Middle Passage, Slave ship Zong, resistance, | <ul style="list-style-type: none"> • Cause and consequence • Change and continuity • Source analysis • Interpretations • Significance • Explanation <p>Numeracy: Chronology</p> <p>Literacy: etymology of key words, spelling and definition of key words, extended writing, writing to explain, understanding of how word use and language can change</p> |

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| | | <p>To know what the Middle Passage of the Triangular Trade was</p> <p>To know how to identify key words from an extract.</p> | | <p>Reading: reading of texts, sources and interpretations, summary</p> |
| | | <p>People: Auctions and Plantations-</p> <p>To know what life on a slavery plantation was like.</p> <p>To know how to identify parts of everyday life.</p> | Scramble, auction, plantation, punishment, cotton, food, work, resistance, music, | <p>Cultural capital: Wider experience of Black people in Britain, key individuals in the Civil Rights movement, current debates i.e. statue removal etc</p> |
| | | <p>Resistance: What was resistance?</p> <p>To Know what the underground railroad was.</p> | Slave resistance, Harriet Tubman, Underground railroad, William Wilberforce | <p>Links to the national curriculum:</p> <p>Chronological narrative, significant aspects of wider world history, understand methods of historical enquiry, historical perspective, Ideas, political power, industry and empire: Britain 1745-1901</p> |
| | | <p>Britain and slavery</p> <p>To know what role did Britain play in the Slave Trade?</p> <p>To how how to compare the content of sources.</p> | Transatlantic, middle passage, merchants, manufacture, legacy, controversy | |
| | | <p>American Civil war and abolition of slavery –</p> <p>To know who the slavery abolitionists were and what they did</p> <p>To know how to distil information.</p> | Confederate, Union, regiment, Congressional Medal of Honour, abolition | |
| | | <p>What was the East India Company?</p> <p>To know the East India Company was and how it changed lives.</p> <p>To know how to identify positives and negatives of an event.</p> | East India Company, trade, power, wealth | |

| | | <p>What was the Indian mutiny? To know why the Indian soldiers rebelled against the British in 1857. To know how to write a PEEL paragraph.</p> | Mutiny, Sepoys, Christian, cartridge, pension, Great Rebellion | |
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| | | <p>Resistance in India: To know who was Mahatma Gandhi – and how did he change the world?</p> <p>People: Australia- To know what the impact of the British Empire on Australia was. To know how to distil information from a story.</p> | Salt March, pacifist, peaceful, Amritsar, massacre, General Dyer, Sikh, martial law, partition Convict, Aboriginal, culture | |
| | | <p>What happened to the British Empire? Outcomes: legacy and reaction to the Empire</p> <p>To know why the Empire ended and what was its legacy? To know how to judge interpretations</p> | Freedom, Partition, Commonwealth, remembrance, decline, independence, legacy, impact | |
| Topic | Rationale | Knowledge acquisition | Key vocabulary | Skills and enrichment |
| What were the consequences of The Industrial Revolution? | To understand the developing nature of England, to understand how the lives of the people changed. <u>Links to KS2:</u> chronological | <p>What was the Industrial Revolution? To know what the Industrial Revolution was? To know how to compare time periods.</p> <p>New technology. To know how technology caused the Industrial Revolution. To know how to make a judgement about change over time.</p> | Industry, Revolution, Towns, cities, agriculture, enclosure, rural, cottage industry Flying Shuttle, Spinning Jenny, Water frame, Power Loom, Spinning mule, factories | <ul style="list-style-type: none"> • Change and continuity • Cause and consequence • Source analysis • Interpretations • Significance • Explanation • Comparison |

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| | <p>understanding, historical terms. Local history, an aspect or theme in British history that extends chronological knowledge beyond 1066</p> <p>Ladders to: Suffrage movement, World war one and interwar period, GCSE- Health and the People</p> | <p>Work during the Industrial Revolution- To know who had the worst job during the Industrial Revolution? To know how to use sources to make judgements.</p> <p>People during the Industrial Revolution. To know how the lives of women changed because of the Industrial Revolution. To know about the role of Black Britons in the Industrial Age. To know how to compare experiences.</p> <p>Public Health. To know the impact of the Industrial Revolution on public health. To know how to draw inferences from source material.</p> <p>The poor. To know how the poor were treated during the I Rev. To know how to distil information.</p> <p>Benefits of the Industrial Revolution. To know the benefits of Travel and tourism To know how to link factors together.</p> | <p>Numeracy: Chronology Literacy: Etymology of key words, spelling and definition of key words, extended writing Reading: reading of extended texts, sources and interpretations Cultural capital: local history-mining and changes to industry Links to the national curriculum: Chronological study, change and continuity, historical perspective, political power, industry and empire: Britain 1745-1901</p> |
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| Topic | Rationale | Knowledge acquisition | Key vocabulary | Skills and enrichment |
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| Why were some women prepared to die for the vote? | Students learn about how the role of women has changed-links to previous topic on Industrial Revolution <u>Links to KS2:</u> Chronological study past 1066, key historical terms Ladders to: World War 1, interwar period | What was the status of women in the Victorian period? To know what was the status of women during the Victorian era. To know how to make judgements using evidence. Suffragettes and Suffragists and tactics. To know how did different groups of women campaign for the vote? To know how to categorise and summarise actions of individuals. Black and Asian Suffragettes To know how diverse Britain's suffrage movement was. To know how to justify the importance of individuals Propaganda. To know that propaganda was used against women during the campaign for votes. To know how to extract information from 19th and 20th Century sources To know how to reproduce propaganda posters. | Victorian, laws, property, patriarchy Suffragette, Suffragist, Violent, non-violent, hunger strike, NUWSS, WSPU, Emmeline Pankhurst, Sylvia Pankhurst, Christabel Pankhurst, Millicent Fawcett, Upper class, lower class, petitions, 'deeds not words', protest, franchise, Sophia Singh, Sarah Redmond, Simitra Sen, Lolita Roy, diversity, black Britons, equality. Propaganda, campaign, government, sources. | <ul style="list-style-type: none"> • Interpretations • Source work • Change and continuity • Cause and consequence • Significance • Explanation <p>Numeracy: Chronology</p> <p>Literacy: etymology of key words, spelling and definition of key words, extended writing, writing to persuade</p> <p>Reading: reading of extended texts, sources and interpretations.</p> <p>Cultural capital: Key figures in Suffrage movements, political change</p> <p>Links to the national curriculum: methods of historical enquiry, Challenges for Britain, Europe and the wider world 1901-present day</p> |

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| | <p>Government response.</p> <p>To know how the government responded to the Suffragettes.</p> <p>To know how to identify evidence and opinions within historical information.</p> | Cat and Mouse Act, hunger strike | |
| | <p>Who was Emily Wilding Davison?</p> <p>To know if Emily Davison sacrificed her life for the suffrage campaign.</p> <p>To know how to complete a venn diagram</p> | Epsom Derby, Suffragette, WSPU | |

