



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.

Year 8 History Curriculum

Why was the 17th century so turbulent?

Rationale	Linking/Looking	Knowledge acquisition: to know... That/What (declarative) How to (procedural) When to (conditional)	Key Tier 2/3 vocabulary	Homework expectations	Skills and enrichment
<p>Students continue to understand the impact of religion on the lives of the people, links to GCSE Medicine through time topic (Great Plague). Continues to examine themes should as power to show role of the monarchy and Parliament over time.</p>	<p>LINKING </p> <p>Builds on students' prior work on power and religion in Y7. Continues to review key historical concepts of cause, change and consequences.</p> <p>LOOKING </p> <p>Continuing to examine the changing nature of power into the 17th century and the rise of the British Empire. We will return to these themes in GCSE Medicine through time topic (Great Plague)</p>	<p>To know... What the Gunpowder Plot was and why it happened</p>	Turbulent Cause Catholic	Key words and definitions revision (followed by an in-class quiz)	<p>Subject specific skills: Scaled timelines; measurement; categorisation of sources; comparisons; judgements</p> <p>Numeracy: chronological sequencing, scaled timelines, units of time</p> <p>Literacy: Historical terminology, structured paragraphs, including continuing to develop PETb, Common Marking Task 1</p> <p>Reading: analysing written, visual and oral sources</p> <p>Writing: extended writing with evidence</p>
		<p>To know... What the consequences of the Gunpowder Plot were How to use evidence to make judgements</p>	Consequence Torture		
		<p>To know... That superstition was common in the Stuart period How to evaluate how suspicious James I was about witchcraft</p>	Stuarts Superstitious Trial		
		<p>To know... That there were long-term causes of the English Civil War</p>	Civil War Divine Right Ship Money		
		<p>To know... That there were short-term causes of the English Civil War How to justify the most important cause of the English Civil War</p>	Charles I Royalist	FROG Quiz Lessons 1-4	

		To know... How to use an historical source to explain why the English Civil War began	Source Content Provenance		<p>Oracy: structured discussion using historical language Critical thinking: evaluating sources for utility and bias</p> <p>Cultural capital: Key historical and political events e.g., English Civil War, wider understanding of the impact of Cromwell in Ireland</p> <p>Links to national curriculum: chronological study, historical terms, methods of historical enquiry, The development of Church, state and society in Britain 1509-1745</p>
		To know... That there were two sides involved in the English Civil War	Cavalier Parliamentarian Roundhead		
		To know... What the Parliamentarian and Royalist armies were like How to describe the differences between the two armies and their soldiers	Puritan Musketeer Cavalry		
		To know... What three major battles of the English Civil War was like How to compare these battles	Edge Hill Marston Moor Naseby		
		To know... What Oliver Cromwell's New Model Army was like	New Model Army Oliver Cromwell		
		To know... That King Charles I was put on trial How to make a judgement about whether King Charles I should have been executed	Trial Execution Traitor	FROG Quiz Lessons 1-10	
		To know... What happened because of King Charles I's trial How to use historical sources about the events of King Charles' execution	Parliament Govern		
		To know...	Lord Protector Interregnum		


		That Oliver Cromwell remained significant after the civil war			
		To know... That Oliver Cromwell has a negative reputation in Ireland How to evaluate why Oliver Cromwell is known as 'the curse of Ireland'	Catholic Massacre		
		To know... That the Great Plague highlighted some medical progress since the Black Death	Great Plague Miasma Epidemic	End of topic 1: Why was the 17 th century so turbulent? Frog quiz	

How civilized was the British Empire?

a) How and why did Britain come to control one-fifth of the world?



b) What was the British Empire's role in the Transatlantic Slave Trade?

Rationale	Linking/Looking	Knowledge acquisition: to know... That/What (declarative) How to (procedural) When to (conditional)	Key Tier 2/3 vocabulary	Homework expectations	Skills and enrichment
Students to understand significant aspects of the wider world, historical terms i.e. empire, historical perspectives,	 LINKING Builds on Y7 Roman Empire topic to examine a different empire. Continues to focus on key factors such as political, religious	To know... What an empire is and why Britain wanted one How to categorise reasons into factors	Colony Empire	Key words and definitions revision (followed by an in-class quiz)	Subject specific skills: Chronological understanding; comparison and judgement; source analysis; interpretation evaluation; change and continuity; significance; explanation
		To know... What Britain gained from its empire How to explain how Britain used racism to justify the Empire	Economic Religious Political		

<p>interpretations of historical and contested events.</p> <p>and economic motivations for empires.</p> <p>LOOKING </p> <p>We will later examine the impact of WWI and WWII, with reference to the role of soldiers from the empire. At GCSE, we will also return to the themes of segregation and civil rights in the America 1920-73 topic. Concepts of civilisation and decline support comparative essays at A Level in Russia and GDR.</p>	<p>To know...</p> <p>How to answer an extended writing question in history effectively</p> <p>When to use a checklist to support extended writing</p>	Benefitted Explain		<p>Numeracy: timelines and maps; chronology</p> <p>Literacy: etymology of words, extended writing tasks, spellings and definitions of key words</p> <p>Reading: analysing written, visual and oral sources and the comprehension of this source material</p> <p>Writing: extended writing with evidence, including the PETb structure, Common Marking Task 2</p> <p>Oracy: structured discussion using historical language; ABC discussions; Critical thinking: evaluating sources for utility and bias</p> <p>Cultural capital: Wider experience of Black people in Britain; key individuals in the Civil Rights movement;</p>
	<p>To know...</p> <p>What the East India Company was</p> <p>How to evaluate the role of the East India Company</p>	East India Company Robert Clive		
	<p>To know...</p> <p>What led to Indian soldiers rebelling against the British in 1857</p> <p>How to evaluate the reasons for the rebellion</p>	Sepoy Rebellion Cartridge		
	<p>To know...</p> <p>What led to the Amritsar massacre</p>	Amritsar Massacre Sikhism	FROG Quiz Lessons 1-6 (include questions about topic 1)	
	<p>To know...</p> <p>That Gandhi was a significant figure in the Indian independence movement</p>	Gandhi Independence Salt March		
	<p>To know...</p> <p>What the impact of the partition of India was</p> <p>How to review the journey to Indian independence</p>	Partition Pakistan		
	<p>To know...</p> <p>What was involved in the process of Transatlantic Slavery</p>	Transatlantic Slave Trade Triangular trade		
	<p>To know...</p> <p>What was the Atlantic Crossing</p>	Atlantic Crossing Middle Passage		



					debates about the legacy of the empire
		To know... What was involved in auctions for enslaved people	Auction Scramble Dehumanisation		Links to national curriculum: Chronological narrative, significant aspects of wider world history, understand methods of historical enquiry, historical perspective, Ideas, political power, industry and empire: Britain 1745-1901
		To know... What life was like on plantations	Plantations Culture Resistance		
		To know... That enslaved people resisted control	Rebellion Nat Turner	FROG Quiz Lessons 1-13 (include questions about topic 1)	
		To know... What the underground railroad was	Underground railroad Harriet Tubman		
		To know... What role Britain played in Transatlantic Slavery	Merchant Manufacture		
		To know... What British and American abolitionists did	Abolition Abolitionist Legislation		
		To know... What happened during the American Civil War	Confederate Union Regiment		
		To know... What the consequences of the American Civil War were	Reconstruction Jim Crow Segregation		
		To know... What the legacy of the British Empire was	Legacy Decline Independence		

What were the consequences of the Industrial Revolution?

Rationale	Linking/Looking	Knowledge acquisition: to know... That/What (declarative) How to (procedural) When to (conditional)	Key Tier 2/3 vocabulary	Homework expectations	Skills and enrichment
To understand the developing nature of England, to understand how the lives of the people changed within the context of experiences of industrialisation and urbanisation.	<p> LINKING</p> <p>This topic revisits themes such as political and economic power. It reconsiders the benefits of the British Empire on industry in Britain.</p> <p>LOOKING </p> <p>Suffrage movement and the evolving status of women, WWI and the interwar period, GCSE-Health and the People and Elizabethan approaches to poverty; A-level</p>	To know... What the Industrial Revolution was How to compare time periods	Industrial Revolution Technology	Key words and definitions revision (followed by an in-class quiz)	<p>Subject specific skills: Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy</p> <p>Numeracy: chronology, timelines</p> <p>Literacy: extended writing, key terminology, interpretation analysis</p> <p>Reading: reading and comprehending sources</p>
		To know... That technology caused the Industrial Revolution How to make a judgement of change over time	Factories Textile Spinning Jenny		
		To know... What types of work children did How to use sources to make judgements	Overseer Mills		
		To know... What happened at Felling Pit How to connect what happened at Felling Pit to broader technological changes	Mine Colliery		
		To know... How to answer an extended writing question in history effectively When to use a checklist to support extended writing	Content Provenance Working conditions	FROG Quiz Lessons 1-4 (include questions about topic 1-2)	



poverty and public health topic.	To know... That transport developed during the Industrial period	Steam engine Transport		<p>Writing: extended writing with evidence, including the PETb structure, Common Marking Task 3</p> <p>Oracy: structured discussion using historical language. Critical thinking: evaluating sources for utility and bias, ABC questioning</p> <p>Cultural capital: Links to local history - mining and changes to industry. The experiences of miners.</p> <p>Links to national curriculum: Chronological study, change and continuity, historical perspective, political power, industry and empire: Britain 1745-1901</p>
	To know... That women's lives began to change during the Industrial period How to use sources to learn about women's experiences	Women's rights		
	To know... What Black Britons lives were like during the Industrial period	Contribution Blue plaques		
	To know... What impact the Industrial Revolution had on Public Health How to make inferences from source material	Public Health Miasma Disease	FROG Quiz Lessons 1-8 (include questions about topic 1-2)	
	To know... That the Industrial Revolution led to improvements in Public Health How to compare time periods	Cholera Hygiene Slums		
	To know... That the poor were treated badly during the Industrial period	Workhouse Poor Law		

Why were women prepared to die for the right to vote?

Rationale	Linking/Looking	Knowledge acquisition: to know... That/What (declarative) How to (procedural) When to (conditional)	Key Tier 3 vocabulary	Homework expectations	Skills and enrichment
<p>This unit explores how the role of women has changed especially considering the context of women's experiences during the Industrial period. It also continues to examine changes to power over time through the extension of the franchise.</p>	<p>LINKING </p> <p>This is a continuation of chronological study past-1066. It links to previous knowledge related to the role of women in society and how these roles have changed over time.</p> <p>LOOKING </p> <p>Concepts of protest and social change link directly to democracy and revolutions. The ideas of female suffrage link to the focus on the impact of extending the franchise which is also studied in KS5 Politics.</p>	<p>To know... What was the status of women in the Victorian period How to make judgements using evidence</p>	<p>Property Patriarchy Franchise</p>	<p>Key words and definitions revision (followed by an in-class quiz)</p>	<p>Subject specific skills: Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy</p> <p>Numeracy: chronology, timelines</p> <p>Literacy: writing arguments about significance, use of PETb writing structure</p> <p>Reading: reading and comprehending sources, interpreting different sources</p> <p>Writing: extended writing with evidence, including the PETb structure</p>
		<p>To know... What the different campaigns for suffrage were How to categorise and summarise the actions of individuals</p>	<p>Suffrage Suffragette Suffragist</p>		
		<p>To know... What tactics were used by the Suffragettes and Suffragists How to categorise and summarise tactics</p>	<p>Tactic Hunger strike 'Deeds not words'</p>		
		<p>To know... That the suffrage movement was diverse in Britain How to categorise and summarise the actions of individuals</p>	<p>Diverse Empire</p>		
		<p>To know... That propaganda was used in the campaign for suffrage How to analyse different types of propaganda When to consider the content and provenance when forming judgements</p>	<p>Propaganda Content Provenance</p>	<p>FROG Quiz Lessons 1-4 (include questions about topic 1-3)</p>	

					<p>Oracy: structured discussion using historical language, ABC questioning and debates</p> <p>Cultural capital: Links to current day democracy, e.g., how did people win the right to vote</p> <p>Links to national curriculum: Change and continuity, significance, chronological narrative, challenges for Britain post-1901</p>
		<p>To know... What ways the government responded to the Suffragettes How to the impact of the Cat and Mouse Act</p>	Government Cat and Mouse Act		
		<p>To know... What Emily Wilding Davison's contribution to suffrage was How to interpret contested events</p>	Epsom Derby WSPU		

What should we remember about World War I?

Rationale	Linking/Looking	Knowledge acquisition: to know... That/What (declarative) How to (procedural) When to (conditional)	Key Tier 3 vocabulary	Homework expectations	Skills and enrichment
To understand the long- and short-term causes of WWI in the context of the wider world. To investigate how conflict in Europe turned into a world war and how this affected everyday life for British people both on the front line and back at home. This will then link back to show how Women contributed in WWI and achieved suffrage.	<p> LINKING</p> <p>This study will link back to show how women contributed in WWI and achieved suffrage as a consequence of their participation in the Home Front.</p> <p>LOOKING </p> <p>Understanding the events of WWI, especially the defeat of Germany are used to focus on the impact of the Treaty of Versailles and how it is a factor that led to WWII. This is related to both KS3 and KS5 coursework where</p>	To know... What the long-term causes of WWI were How to evaluate the significance of causes	Militarism Alliances Imperialism Nationalism	Key words and definitions revision (followed by an in-class quiz)	<p>Subject specific skills: Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy</p> <p>Numeracy: Timeline, chronology</p> <p>Literacy: Explaining long-term consequences in extended writing</p> <p>Reading: Comprehension and source analysis from contrasting viewpoints, disciplinary reading</p>
		To know... What the short-term causes of WWI were How to evaluate the significance of causes	Trigger cause Sarajevo Assassination		
		To know... That censorship and propaganda was used during WWI How to analyse sources of propaganda When to consider the content and provenance when forming judgements	Censorship Propaganda Home Front		
		To know... That people joined the army for different reasons	Conscription Enlist Patriotism		
		To know... How to analyse historical sources When to use a checklist to support extended writing	Content Provenance	FROG Quiz Lessons 1-4 (include questions about topic 1-4)	

students focus on appeasement.	To know... That soldiers from the British Empire contributed to WWI	Colonial soldier Enlist Conscription		Writing: Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy Oracy: ABC questioning and response, structured classroom discussions Cultural capital: Wider events of WWI, current use of propaganda and impact of fake news Links to national curriculum: Chronological narrative, wider world history, key historical concepts, historical enquiry, Challenges for Britain, Europe and the wider world 1901-present day
	To know... What trench warfare was How to explain change and continuity in warfare	Trench warfare Schlieffen Plan Mobilisation		
	To know... What life was like in the trenches How to make inferences about soldiers' experiences	Trench fever Trench foot Shell shock		
	To know... That there were new weapons used in trench warfare How to explain their use and effectiveness	Tanks Gas Artillery		
	To know... What happened at the Battle of the Somme How to evaluate interpretations of individuals like Haig	General Haig Somme Attrition		
	To know... What work women did during WWI How to evaluate their impact	Munitionette War effort		