

Year 8 History Curriculum Rationale

In Year 8, students will study a range of events and aspects of History that link to the themes of Reform and Revolution. The choice of topics studied requires them to develop critical and logical thinking skills by investigating a range of source materials and interpretations of the past. Emerging from the course of study, students will develop skills in using evidence to support viewpoints, writing for various purposes as well as analytical skills. Students will build on their KS2 studies and more towards developing historical skills.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
THE STUART PERIOD	<p>Key Knowledge:</p> <p>Students continue to develop skills learnt in year 7. This term has a particular focus on significance, source enquiry and interpretations.</p> <p>This unit gives students the opportunity to explore key issues during the reigns of the Stuart monarchs. In particular, the Gunpowder Plot and the English Civil War. Second order concepts of cause and consequence are particularly strong in this topic.</p>	<p>Builds on: students' historical knowledge developed at KS2 & year 7 – leadership / monarchy / civil war.</p> <p>Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts.</p> <p>Also, links to Year 7 & 9 RS – Religious beliefs, impact of faith.</p>	<p>Informal – in class low stakes questioning in each lesson.</p> <p>Task 1 – Forms quiz (multiple choice and short answer)</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p> <p>PSHE – considering feelings of others.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding</p> <p>Creating – The ability to generate ideas.</p>	<p>Homework is set every two weeks (1 hr).</p> <p>Consolidation of learning:</p> <ul style="list-style-type: none"> Extra reading materials is available via Teams. Consolidation / Revision tasks set near assessment points.

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	<p>This unit also considers the impact of the execution of Charles I and the years of the Interregnum on England and the relationship between people, parliament and monarchy. E.g. Students reach supported judgements on how Oliver Cromwell should be remembered, and the significance of the Glorious Revolution. Students make links to other revolutions and conflicts studied so far.</p> <p>Students are encouraged to make links to their studies in year 7: relationship of Crown, parliament and Church.</p>					

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	Development of skills in chronology / cause and consequence / similarity and difference, change and continuity / significance					
AGE OF REVOLUTIONS: American & French revolutions	<p>Key Knowledge:</p> <p>Students continue to apply enquiry skills to a unit of work focussed on the Age of Revolutions.</p> <p>The unit mainly focuses on the American Revolution, the loss of the 13 colonies for Britain and the impacts felt around the work. There is also a short sequence of lessons on the French Revolution. To conclude students</p>	<p>Builds on: students' historical knowledge developed at in year 7 and in the first unit of year 8.</p> <p>Leads to: supporting skill development in the use of source materials and applying knowledge to analyse and reach judgements on historical interpretations e.g. Historians views.</p> <p>Also, links to A-level revolution topics.</p>	<p>Informal – in class low stakes questioning in each lesson.</p> <p>Task 2 – Forms quiz (multiple choice and longer answer)</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p> <p>PSHE – considering feelings of others.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding</p> <p>Intellectual Confidence – articulate personal views based on evidence</p> <p>Empathy – understanding a range of viewpoints.</p>	<p>Homework is set every two weeks (1 hr).</p> <p>Consolidation of learning:</p> <ul style="list-style-type: none"> Extra reading materials is available via Teams. <p>Consolidation / Revision tasks set near assessment points.</p>

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	<p>compare revolutions studied in year 7 and year 8 to look for patterns, common causes etc.</p> <p>Students will make links with the previous unit of work where they looked at Civil war in England and also the Peasants Revolt studied in year 7. Students consider what makes a revolution successful both in the short and long term.</p> <p>Development of skills in using cause and consequence when considering why revolutions happen / change and continuity in examining the results of revolution, both positive and negative</p>					

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	/ significance of individuals and events historically both then and now.					
PROTEST & REFORM	<p>Key Knowledge:</p> <p>Students apply skills of historical enquiry and focus on impact and change over time in this unit of work. Political reform also plays a big part in this unit.</p> <p>This unit starts with a different form of revolution – Industrial. The first few lessons look at the impact of industrialisation on living conditions, working conditions and the need for reform.</p>	<p>Builds on: students' historical knowledge of reform and impact of empire (link to American Revolution in year 8 and Reformation in Year 7)</p> <p>Leads to: supporting skill development in the use of source materials and applying knowledge to analyse and reach judgements on historical interpretations e.g. Historians views.</p> <p><i>THROUGH SCHOOL LINKS:</i> <i>Year 5 focus on Industrial growth</i></p>	<p>Informal – in class low stakes questioning in each lesson.</p> <p>Task 3 – Forms quiz (multiple choice and short answer)</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p> <p>PSHE – considering feelings of others.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding</p> <p>Intellectual Confidence – articulate personal views based on evidence</p>	<p>Homework is set every two weeks (1 hr).</p> <p>Consolidation of learning:</p> <ul style="list-style-type: none"> Extra reading materials is available via Teams. <p>Consolidation / Revision tasks set near assessment points.</p>

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	<p>Students then look at how Industrial Britain helped to fuel the expansion of Empire. Considering the positive benefits and negatives impacts of this. Included in this unit is a section of work looking at the Slave Trade and its eventual Abolition.</p> <p>Students apply skills of historical enquiry and focus on impact and change over time in this unit of work. Political reform also plays a big part in this unit.</p> <p>This unit also looks at political reform. In particular the campaigns of the Chartists and the Suffrage movement. Students are able to</p>	<p><i>(show industry) / Empire from a differing perspective</i> <i>Year 1 knowledge of the Victorian Period.</i></p>				

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	<p>consider the demands of these groups and how the political landscape changed during the 19th and early 20th centuries.</p> <p>Development of skills in using change and continuity when investigating living & working conditions / significance when considering the impact of the slave trade and growth of empire.</p>					
CRIME & PUNISHMENT	<p>Key Knowledge:</p> <p>Students also complete a mini thematic unit on crime and punishment from the 18th – 20th centuries. This allows students to explore themes of</p>	<p>Builds on: students' historical knowledge developed throughout year 8.</p> <p>Leads to: supporting skill development in the use of source materials and applying knowledge</p>	<p>Informal – in class low stakes questioning in each lesson.</p> <p>Task 4 – Forms quiz (multiple choice and shorter answer)</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines,</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding</p> <p>Creating – The ability to generate ideas.</p>	<p>Homework is set every two weeks (1 hr).</p> <p>Consolidation of learning:</p> <ul style="list-style-type: none"> Extra reading materials is available via Teams.

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	<p>policing, crime, and punishment and to make topical links. Case studies include Jack the Ripper and Abolition of Capital Punishment.</p> <p>Development of skills reaching a sustained judgement as to the effectiveness of law and order across the periods studied in year 8 (1600 to 1900).</p>	<p>to analyse and reach judgements on historical interpretations e.g. Historians views.</p> <p>Also, links to RS Year 9 – ethical questions on punishment.</p>		<p>historical data etc.</p> <p>PSHE – considering feelings of others.</p>		<p>Consolidation / Revision tasks set near assessment points.</p>