History

ALDER
Community High School

Year group 8

Autumn 1

Topic/Big Question
How significant were the Tudors?
What changes did Elizabeth I make to religion to solve the religious problem?

CEIAG Curriculum learning linked to careers
Archaeologist, Historian, Museum Curator, Museum education officer, Heritage Manager, Linguist, Writer, Journalist, Researcher, Conservation officer, Genealogist, Artist, Maritime, diplomat

SMSC
Spiritual: Students explore the importance of religion, faith and personal belief in Tudor society. They consider how religious beliefs influenced people's identities, choices and experiences.
Moral: Students can examine difficult questions about religious tolerance, persecution, loyalty and individual conscience. The Religious Settlement encourages students to consider how governments respond when people hold different beliefs.
Social: Students explore how religious change affected different groups within society, including Catholics and Protestants. They consider how political decisions can create division but also attempt to establish stability and unity.
Cultural: Studying Tudor society develops understanding of British religious and cultural heritage and how the religious changes of the Tudor period influenced later British identity and traditions. It also encourages students to appreciate that historical societies contained diverse beliefs and perspectives.
Overall SMSC impact: The topic encourages students to respect different beliefs, understand the consequences of intolerance, consider competing perspectives and appreciate how religion, politics and culture have shaped society.

Composites

- Know that there are differences between the Catholic and the Protestant faiths.
- Know that Martin Luther started the Reformation by criticising the Catholic Church and that the Protestant faith spread across Europe.
- Know that Henry VIII created the Church of England and made himself the Supreme leader and the significance of these actions for the whole of England.
- Know that Edward VI was the successor to Henry VIII and that he continued the reforms on the Church of England.
- Know that the reign of Edward VI was significant due to the reforms he made to the Church of England.
- Know that Mary I reigned after Edward, and she was Queen for 5 years.

Key Vocabulary
Catholic
Protestant
Puritan
Act of Supremacy
Act of Uniformity

	• Know that Mary changed the religion back to Catholicism and that people have different interpretations of Mary I. • Know that Elizabeth I became Queen of England in in 1558. • Know that Elizabeth had problems relating to family, politics, and the economy. • Know that there are differences between Catholicism and Protestantism. • Know that the Elizabeth introduced the religious settlement, The Act of Supremacy and the Act of Uniformity to implement her settlement. • Know that Mary Queen of Scots was part of plots against Elizabeth and that Mary Queen of Scots had a claim to the throne. • Know that Mary Queen of Scots was found guilty of Treason due to her role in the Babington plot and that Mary Queen of Scots was executed.	
	Assessment 1. Vocabulary 2. Knowledge of the religious changes 3. Extended writing answering the question 'What changes did Elizabeth make to settle the religious problems?'	**Homework /ILS** Complete extended writing tasks summarising the key vocabulary, the Act of Supremacy, the Act of Uniformity and the religious plots against Elizabeth. Revision
	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser to support knowledge.	**Wider reading** Who was Elizabeth I? - The Tudors - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize Elizabethan rule - The Tudors - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize
Autumn 2	**Topic/Big Question** **Was the Elizabethan era really a Golden Age?**	
	CEIAG Curriculum learning linked to careers Archaeologist, Historian, Museum Curator, Museum education officer, Heritage Manager, Linguist, Writer, Journalist, Researcher, Conservation officer, Genealogist, Artist, Maritime, diplomat	
	SMSC	

Spiritual: Students explore the importance of belief, identity and values in Elizabethan society, including how religion influenced people's lives and understanding of the world.
Moral: Students evaluate decisions made by Elizabeth and her government and consider the consequences for different groups in society.
Social: The topic allows students to examine social hierarchy, poverty, wealth and opportunity in Elizabethan England. Students can consider how experiences differed depending on social status, gender and wealth.
Cultural: This is particularly strong within the topic. Students explore the arts, theatre, literature, music and exploration associated with Elizabethan England.
Overall SMSC impact: The topic encourages students to appreciate cultural heritage, understand different experiences within society, evaluate leadership and decision-making, and recognise how historical events and cultural achievements can shape national identity.

Composites

- Know that social class was important to Elizabethan England.
- Know that homes were a key feature of status in Elizabethan England.
- Know that poverty was a problem in the Elizabethan era.
- Know that there were different types of Vagabonds.
- Know that the Spanish attacked England in 1588.
- Know that the reasons for the Spanish attack were because of religious, economic, and political reasons.
- Know that the Spanish Armada was defeated by the English navy.
- Know that the Spanish Armada was defeated due to poor Spanish leadership, the leadership of the English, the equipment and good luck.
- Know that there are different interpretations of the reign of Elizabeth I.

Key Vocabulary

Nobility, Gentry, Vagabond, Privateer

Assessment

1. Vocabulary
2. Source analysis
3. Extended writing on interpretations 'Was the Elizabethan era a Golden Age?'

Homework /ILS

Complete extended writing tasks summarising the key vocabulary, wealth and poverty, the Spanish Armada. Revision

How to help at home

Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser to support knowledge.

Wider reading

Who was Elizabeth I? - The Tudors - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize
Elizabethan rule - The Tudors - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize

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Spring 1

Topic/Big Question
Why was Stuart society turned upside down?

CEIAG Curriculum learning linked to careers
Archaeologist, Historian, Museum Curator, Museum education officer, Heritage Manager, Linguist, Writer, Journalist, Researcher, Conservation officer, Genealogist

SMSC
Spiritual: Students explore the importance of religion, faith and personal belief in Stuart society, including the tensions between Catholics and Protestants and how religious beliefs influenced people's lives.
Moral: The period raises questions about right and wrong, authority, justice and individual responsibility. Students can consider issues such as the execution of Charles I, the treatment of opponents and the use of political power.
Social: Students examine social hierarchy, poverty, wealth and inequality, as well as the relationships between the monarchy, Parliament and different groups within society. The English Civil War also provides opportunities to explore the impact of conflict on communities.
Cultural: Students develop an understanding of British heritage and the cultural changes of the seventeenth century, including developments in science and religious practice.
Citizenship and democracy: The conflict between monarchy and Parliament provides an opportunity to consider ideas about government, representation, power and individual rights, and how these have developed over time.
Overall SMSC impact: Studying the Stuarts encourages students to understand different beliefs and perspectives, consider ethical questions about power and authority, appreciate cultural heritage, and recognise the importance of fairness, responsibility and participation in society.

Composites

- Know that James I was a Stuart and a descendent of the Tudor family.
- Know that James I was an unpopular King.
- Know that women were treated unequally in 17th century England.
- Know that Stuart England was a patriarchal society.
- Know that women were humiliated as a form of punishment and control in Stuart England.
- Know the different causes of the rise of witchcraft accusations.
- Know that the witch hunts had a significant impact on Stuart society.
- Know that a civil war is a war between two group of people in the same country.
- Know that people's lives were 'turned upside down' during the Civil War. Civil War impacted on the lives of soldiers and civilians in various ways.
- Know that the Civil War lasted for 7 years and that King Charles and the Royalists lost and the outcome of the Civil War led to the trial and execution of Charles I.

Key Vocabulary
Treason
Terrorism
Patriarchal
Civil War
Royalist
Parliamentarian
Puritan
Republic
Restoration

	• Know that a republic is a country run by an elected official and doesn't have a king or queen and that Oliver Cromwell ruled England after Charles' execution. • Know that Oliver Cromwell made changes to leisure time in accordance with puritan beliefs. • Know that the monarchy was restored in England after the death of Oliver Cromwell. • Know different interpretations of the reign of Charles II	
	Assessment 1. Extended writing on the causes of the Civil War. 2. Vocabulary. 3. Chronology task 4. Source analysis 5. Extended writing task on the Stuart society and changes.	**Homework /ILS** Complete ILS tasks summarising the key vocabulary, the reign of James I, the Gunpowder Plot, the treatment of women, the Civil War, the Republic, the restoration. Revision
	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser to support knowledge.	**Wider reading** The English Civil Wars - KS3 History - BBC Bitesize
Spring 2	**Topic/Big Question** **How far did the Northwest of England change during the Industrial Revolution?**	
	CEIAG Curriculum learning linked to careers Archaeologist, Historian, Museum Curator, Museum education officer, Heritage Manager, Linguist, Writer, Journalist, Researcher, Conservation officer, Genealogist	
	SMSC Spiritual: Students reflect on the experiences of ordinary people, including the challenges faced by workers and families. This encourages consideration of human dignity, quality of life and the value of work. Moral: The Industrial Revolution raises questions about fairness, exploitation and responsibility. Students consider child labour, poor working conditions, low wages and the responsibilities of factory owners and governments. Social: Students explore how industrialisation transformed communities, families and social classes. The growth of towns and cities in the North West provides opportunities to consider poverty, inequality, housing, public health and social reform. Cultural: Students develop an understanding of the industrial heritage of the North West, including the importance of cotton, coal, canals, railways and manufacturing. They can appreciate how industrialisation shaped the region's communities, identity and landscape. Overall SMSC impact: The topic encourages students to understand social change, appreciate local heritage, consider issues of fairness and inequality, and recognise how individuals and communities can influence positive change in society.	
	Composites	**Key Vocabulary** Trade

	• Know that the Northwest of England in 1750 was largely rural, with small agricultural villages like those in Lancashire and Cheshire and that the region's economy depended on farming, hand-spun textiles, and small-scale trade. • Know that transport links in the region were poor, relying on packhorses, basic roads, and rivers. • Know that Manchester became the world's first industrial city due to innovations in textile production. And that the Northwest led Britain in the mechanisation of the textile industry. • Know that the Bridgewater Canal (1761) connected Manchester to coalfields in Worsley, reducing transport costs and fuelling industry. • Know that the Liverpool and Manchester Railway (1830) was the world's first inter-city railway, revolutionising trade and passenger transport. • Know that factory work replaced cottage industries in Lancashire towns like Bolton and Oldham. • Know that conditions in textile mills were dangerous, with long hours, child labour, and health risks from cotton dust. • Know that industrialisation brought economic growth but worsened conditions for many workers. • Know that towns like Manchester and Liverpool grew rapidly, leading to overcrowding, poor housing, and unsanitary conditions and know that diseases like cholera and typhus were common in industrial towns. • Know that campaigns for better housing and sanitation emerged in cities like Manchester. • Know that rapid urbanisation in towns like Manchester and Liverpool led to increased crime and social unrest. • Know that the Northwest was one of the first regions to develop professional police forces to address crime. • Know that law enforcement struggled to cope with new challenges in crowded industrial towns. • Know that the Peterloo Massacre occurred in Manchester in 1819 during a protest for political reform. • Know that Peterloo highlighted tensions between the working class and the authorities. • Know that the Great Reform Act (1832) extended the vote to the middle class but excluded the working class.	Migration Urbanisation Agriculture Sanitation Law enforcement Reform Protest Democracy Suffrage
	Assessment 1. Vocabulary 2. Source analysis 3. Extended writing on the changes to the North West.	**Homework /ILS** Complete ILS tasks summarising the key vocabulary, the changes in population, transport, work, living conditions, protest. Revision

	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser to support knowledge.	**Wider reading** When was the industrial revolution? - BBC Bitesize The Victorians - The Victorians - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize
Summer	**Topic/Big Question** **Empire and Enslavement**	
	CEIAG Curriculum learning linked to careers Archaeologist, Historian, Museum Curator, Museum education officer, Heritage Manager, Linguist, Writer, Journalist, Researcher, Conservation officer, Genealogist, Human rights or equality professional	
	SMSC Spiritual: Students reflect on human dignity, freedom, identity and the value of every individual. They consider how people maintained beliefs, traditions and a sense of identity despite oppression. Moral: The topic encourages students to explore justice, equality, responsibility and human rights. Students examine the choices made by individuals and institutions involved in enslavement, as well as the actions of those who resisted it and campaigned for abolition. Social: Students explore the impact of enslavement and empire on individuals, families and communities, as well as issues such as racism, inequality, resistance and social change. Cultural: Students learn about the diverse cultures, societies and experiences of people across Africa, the Caribbean, Britain and other parts of the British Empire. This supports appreciation of cultural diversity and helps students understand how different cultures have influenced one another. Overall SMSC impact: The topic encourages students to respect diversity, develop empathy, critically examine injustice, understand different perspectives and recognise the importance of equality, human dignity and responsible citizenship.	
	Composites • Know that the.	**Key Vocabulary**
	Assessment 1. Vocabulary 2. Source analysis 3. Extended writing on the changes to the North West.	**Homework /ILS** Complete ILS tasks summarising the key vocabulary, the changes in population, transport, work, living conditions, protest. Revision
	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser to support knowledge.	**Wider reading**