

Year 8 Curriculum Implementation: <b>History</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge &amp; Skills</b>	<p><b>Key Question:</b> How far was life in England turned upside down by the English Civil War?</p> <p>Year 8 students studying the English Civil War gain knowledge about a pivotal period in British history, whilst develop a range of historical thinking skills such as analysing sources, understanding cause and effect, and making judgments.</p> <p>We will study the following topic areas:</p> <ul style="list-style-type: none"><li>•The causes of war and the breakdown between parliament and the King</li><li>•The Civil War and development of the New Model Army</li><li>•The trial and execution of King Charles I</li><li>•Oliver Cromwell and the republic</li><li>•The restoration of the monarchy and Charles II</li></ul>	<p><b>Key Question:</b> How did the Glorious Revolution give parliament supreme authority over England and the UK?</p> <p>Year 8 students studying the Glorious Revolution and the British Union explore key events and concepts that fundamentally reshaped the British state and its relationship with its constituent nations. This topic will encourage students to gain specific knowledge about the topic, as well as key historical skills such as source analysis and chronology.</p> <p>We will study the following topic areas:</p> <ul style="list-style-type: none"><li>•Context of Stuart rule and why James II was unpopular with parliament</li><li>•Events leading to and including the Glorious Revolution and the Bill of Rights</li><li>•Act of Union and context</li></ul>	<p><b>Key Question:</b> How similar is power and authority in Africa to that of Europe?</p> <p>Year 8 students are asked is it true there is no such thing as African History? Thereafter we explore this and look at Africa briefly before Trans- Atlantic Slavery. Students are encouraged that the assertion that "there is no such thing as African History" is false and is rooted in Eurocentric myths that have been challenged.</p> <p>We will study the following topic areas:</p> <ul style="list-style-type: none"><li>•An insight into African History</li><li>•Empire and exploration</li><li>•Trans-Atlantic Slavery and abolition</li></ul>	<p><b>Key Question:</b> Was the Industrial Revolutions Liberty’s dawn?</p> <p>Studying the Industrial Revolution and its social consequences provides students with several opportunities to develop their skills in historical analysis, critical thinking, and understanding the complex interplay between technology, economics and society.</p> <p>We will study the following topic areas:</p> <ul style="list-style-type: none"><li>•The change from the domestic to the factory system</li><li>•The development of the steam engine and other new technologies, as well as the development of transport</li><li>•Working life, poverty and sickness</li></ul>	<p><b>Key Question:</b> Was the Industrial Revolutions Liberty’s dawn?</p> <p>Year 8 students will continue to study the Industrial Revolution from Spring into summer, as well as have a focus on local history by examining Layland.</p> <p>We will study the following topic areas:</p> <ul style="list-style-type: none"><li>•The growth of towns and cities and the economic and social changes that resulted from Industrialisation</li><li>•Industrial Protests</li><li>•Improvements, reform and social consciousness</li><li>•Case study of Layland</li></ul>	<p><b>Key Question:</b> How did protest contribute to a more democratic Britain?</p> <p>Year 8 students studying how protest contribute to a more democratic Britain will examine how protest contributed to key moments in British history, as well as the various methods of protest used, and the impact of those protests on the political system.</p> <p>We will study the following topic areas:</p> <ul style="list-style-type: none"><li>•Industrial Protests</li><li>•Peterloo</li><li>•Social reformers and greater enfranchisement</li><li>•Developing British culture and Leisure time</li><li>•Women’s Suffrage</li></ul>
<b>Links to prior learning</b>	This section will build on the investigation and source analysis skills developed in Year 7 but allow students to compare the dramatic changes resulting from the civil War to their prior knowledge of the monarchy against what they have studied so far last year.	This will continue to build on students understanding of life in the early modern period, whilst continuing to develop inquiry skills. It will further develop the connections between prior learning and the past in comparison to the world today. It will make students reflect on the changing power of monarchy, rule of law and parliament’s role in the past, as well as how it has changed over time into the systems and institutions, we have today	This will link back to the Silk Roads studied in Year 7 but also continue to build on students understanding of life in the early modern period. It will continue to develop their investigation skills, chronological skills and source analysis skills from What is History?	This will continue to take our students through British History in a chronological journey, whilst building on the understanding of changes and knowledge they have acquired from studying Stuart and early Modern England. It will continue to develop their investigation skills, chronological skills and source analysis.	This will continue to build on students understanding of life in the 18 <sup>th</sup> and 19 <sup>th</sup> century and then set a foundation for progression into the 20 <sup>th</sup> Century.	This will continue to build on students understanding of life in the 18 <sup>th</sup> and 19 <sup>th</sup> century and then set a foundation for progression into the 20 <sup>th</sup> Century. It will encourage them to examine change and continuity and draw comparisons with the past.
<b>Assessment</b>	In a Year 8, teachers use a variety of assessment methods, combining formative checks with more formal summative tasks. In class we will select from the following: <ul style="list-style-type: none"><li>•Extended writing tasks within their books, linked to feedback and redraft time</li><li>•Targeted questioning</li><li>•Peer and self-assessment tasks</li><li>•Class discussions and mini whiteboard tasks</li><li>•Concept mapping tasks</li><li>•Quizzes and factual recall in starters or plenaries</li></ul>	Teachers will use a variety of both formative and summative assessments as we engage in our topic areas and link it to the main question. In class we will select from the following: <ul style="list-style-type: none"><li>•Extended writing tasks within their books, linked to feedback and redraft time</li><li>•Targeted questioning</li><li>•Peer and self-assessment tasks</li><li>•Class discussions and mini whiteboard tasks</li><li>•Concept mapping tasks</li><li>•Quizzes and factual recall in starters or plenaries</li></ul>	Teachers will use a variety of both formative and summative assessments as we engage in our topic areas and link it to the main question. In class we will select from the following: <ul style="list-style-type: none"><li>•Extended writing tasks within their books, linked to feedback and redraft time</li><li>•Targeted questioning</li><li>•Class discussions and mini whiteboard tasks</li><li>•Peer and self-assessment tasks</li><li>•Concept mapping tasks</li><li>•Quizzes and factual recall in starters or plenaries</li></ul>	Teachers will use a variety of both formative and summative assessments as we engage in our topic areas and link it to the main question. In class we will select from the following: <ul style="list-style-type: none"><li>•Extended writing tasks within their books, linked to feedback and redraft time</li><li>•Targeted questioning</li><li>•Peer and self-assessment tasks</li><li>•Class discussions and mini whiteboard tasks</li><li>•Concept mapping tasks</li><li>•Quizzes and factual recall in starters or plenaries</li></ul>	Teachers will use a variety of both formative and summative assessments as we engage in our topic areas and link it to the main question. In class we will select from the following: <ul style="list-style-type: none"><li>•Extended writing tasks within their books, linked to feedback and redraft time</li><li>•Targeted questioning</li><li>•Peer and self-assessment tasks</li><li>•Class discussions and mini whiteboard tasks</li><li>•Concept mapping tasks</li><li>•Quizzes and factual recall in starters or plenaries</li></ul>	Teachers will use a variety of both formative and summative assessments as we engage in our topic areas and link it to the main question. In class we will select from the following: <ul style="list-style-type: none"><li>•Extended writing tasks within their books, linked to feedback and redraft time</li><li>•Targeted questioning</li><li>•Peer and self-assessment tasks</li><li>•Class discussions and mini whiteboard tasks</li><li>•Concept mapping tasks.</li><li>•Quizzes and factual recall in starters or plenaries</li></ul>
<b>Home learning</b>	Teachers will seek to consolidate and focus learning and may use the following tasks: <ul style="list-style-type: none"><li>•They will be asked to prep for tests with revision.</li><li>•Make fact files, revision mats or mind map tasks</li><li>•Complete research tasks and consolidate learning with various activities such as 10 bullet points</li><li>•Read information sheets or watch clips posted</li><li>•Make information poster tasks</li></ul>	Teachers will seek to consolidate and focus learning and may use the following tasks: <ul style="list-style-type: none"><li>•They will be asked to prep for tests with revision</li><li>•Make fact files, revision mats or mind map tasks</li><li>•Complete research tasks and consolidate learning with various activities such as 10 bullet points</li><li>•Read information sheets or watch clips posted</li><li>•Make information poster tasks</li></ul>	Teachers will seek to consolidate and focus learning and may use the following tasks: <ul style="list-style-type: none"><li>•They will be asked to prep for tests with revision</li><li>•Make fact files, revision mats or mind map tasks</li><li>•Complete research tasks and consolidate learning with various activities such as 10 bullet points</li><li>•Read information sheets or watch clips posted</li><li>•Make information poster tasks</li></ul>	Teachers will seek to consolidate and focus learning and may use the following tasks: <ul style="list-style-type: none"><li>•They will be asked to prep for tests with revision</li><li>•Make fact files, revision mats or mind map tasks</li><li>•Complete research tasks and consolidate learning with various activities such as 10 bullet points</li><li>•Read information sheets or watch clips posted</li><li>•Make information poster tasks</li></ul>	Teachers will seek to consolidate and focus learning and may use the following tasks: <ul style="list-style-type: none"><li>•They will be asked to prep for tests with revision</li><li>•Make fact files, revision mats or mind map tasks</li><li>•Complete research tasks and consolidate learning with various activities such as 10 bullet points</li><li>•Read information sheets or watch clips posted</li><li>•Make information poster tasks</li></ul>	Teachers will seek to consolidate and focus learning and may use the following tasks: <ul style="list-style-type: none"><li>•They will be asked to prep for tests with revision</li><li>•Make fact files, revision mats or mind map tasks</li><li>•Complete research tasks and consolidate learning with various activities such as 10 bullet points</li><li>•Read information sheets or watch clips posted</li><li>•Make information poster tasks</li></ul>
<b>Cultural Capital and extra-curricular opportunities</b>	Studying the English Civil War and Cromwell's Republic offers significant cultural capital, enriching a student's understanding of history, politics, and society. Crucially, this topic is a foundational event in the shaping of British national identity, explaining the enduring significance of institutions like Parliament and the historical evolution of concepts such as liberty and the rule of law.	Studying the Glorious Revolution and the Act of Union provides students with significant cultural capital by offering deep insights into the foundations of the modern United Kingdom, its political system, and its evolving national identity. The revolution cemented Parliament's authority over the monarch,	Cultural capital in this field involves an understanding of the diverse history of African civilizations and the profound impacts of the slave trade. It includes specific subject matter and broader analytical abilities necessary for critically	Studying the Industrial Revolution builds cultural capital by equipping students with the foundational knowledge to understand the modern world, interpret contemporary issues, and engage critically with the social and political landscape. It looks at how capitalism, liberty and industry all develop at	Studying the Industrial Revolution and connecting it to the history of Leyland provides students with a powerful, place-based form of cultural capital. This approach moves history from an abstract, national narrative to a local story that is	Studying growing enfranchisement, industrial protest, and women's suffrage in the UK offers substantial cultural capital by providing students with a deep understanding of modern democracy, civil rights, and the ongoing struggles for equality. This knowledge enables them to

		establishing the principle that the Crown cannot rule without Parliament's consent. This is essential knowledge for understanding the balance of power in the British political system. The Bill of Rights also underpins civil liberty today.	engaging with a field historically shaped by Eurocentric bias.	that time, which forms a foundation for them to understand the world that they live in today.	rooted and real, fostering a strong sense of community, identity, and civic pride.	critically engage with contemporary political and social issues and appreciate the historical roots of current movements.
<b>Literacy</b>	Studying history in Year 8 plays a crucial role in developing both literacy and oracy skills. Students will develop arguments to communicate their knowledge and evidence their views persuasively, both in speaking and through writing. Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons.</li> <li>•Class discussions and debating skills</li> <li>•Extended writing</li> <li>•Developing subject specific vocabulary</li> <li>•Interpretation and reading comprehension tasks</li> <li>•Reading for argument and developing critical source analysis</li> </ul>	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons</li> <li>•Class discussions and debating skills</li> <li>•Extended writing</li> <li>•Developing subject specific vocabulary</li> <li>•Interpretation and reading comprehension tasks</li> <li>•Reading for argument and developing critical source analysis</li> </ul>	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons</li> <li>•Class discussions and debating skills</li> <li>•Extended writing</li> <li>•Developing subject specific vocabulary</li> <li>•Interpretation and reading comprehension tasks</li> <li>•Reading for argument and developing critical source analysis</li> </ul>	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons</li> <li>•Class discussions and debating skills</li> <li>•Extended writing</li> <li>•Developing subject specific vocabulary</li> <li>•Interpretation and reading comprehension tasks</li> <li>•Reading for argument and developing critical source analysis</li> </ul>	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons</li> <li>•Class discussions and debating skills.</li> <li>•Extended writing</li> <li>•Developing subject specific vocabulary</li> <li>•Interpretation and reading comprehension tasks</li> <li>•Reading for argument and developing critical source analysis</li> </ul>	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons</li> <li>•Class discussions and debating skills.</li> <li>•Extended writing</li> <li>•Developing subject specific vocabulary</li> <li>•Interpretation and reading comprehension tasks</li> <li>•Reading for argument and developing critical source analysis</li> </ul>
<b>Numeracy</b>	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none"> <li>•Interpret charts and graphs</li> <li>•Analysing statistics</li> <li>•Sequencing dates</li> <li>•Monitoring time and completion of questions</li> <li>•Working out marks and scores from assessments</li> </ul>	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none"> <li>•Interpret charts and graphs</li> <li>•Analysing statistics</li> <li>•Sequencing dates</li> <li>•Monitoring time and completion of questions</li> <li>•Working out marks and scores from assessments</li> </ul>	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none"> <li>•Interpret charts and graphs</li> <li>•Analysing statistics</li> <li>•Sequencing dates</li> <li>•Monitoring time and completion of questions</li> <li>•Working out marks and scores from assessments</li> </ul>	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none"> <li>•Interpret charts and graphs</li> <li>•Analysing statistics</li> <li>•Sequencing dates</li> <li>•Monitoring time and completion of questions</li> <li>•Working out marks and scores from assessments</li> </ul>	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none"> <li>•Interpret charts and graphs</li> <li>•Analysing statistics</li> <li>•Sequencing dates</li> <li>•Monitoring time and completion of questions</li> <li>•Working out marks and scores from assessments</li> </ul>	Teachers will seek to develop numeracy skills by encouraging students to: <ul style="list-style-type: none"> <li>•Interpret charts and graphs</li> <li>•Analysing statistics</li> <li>•Sequencing dates</li> <li>•Monitoring time and completion of questions</li> <li>•Working out marks and scores from assessments</li> </ul>
<b>Careers Information, Education, Advice and Guidance (CEIAG)</b>	Studying history, particularly a complex period like the English Civil War and Cromwell's Republic, equips individuals with a wide array of valuable skills and opens doors to numerous employment opportunities. It is less about the specific historical knowledge and more about the transferable skills gained from analysing complex events, interpreting evidence, and constructing arguments. History gives a versatile set of transferable skills that are highly valued in management, politics, teaching, the legal profession, heritage management and the Civil Service to name just a few. Notably students will be working on developing: <ul style="list-style-type: none"> <li>•Critical thinking skills</li> <li>•Reading, listening and writing in lesson</li> <li>•Class discussions and debating skills</li> <li>•Extended writing assessment tasks</li> <li>•Developing subject specific vocabulary</li> <li>•Interpretation and reading comprehension tasks</li> </ul>	Transferable skills for further study and employment: <ul style="list-style-type: none"> <li>•Critical thinking skills</li> <li>•Reading, listening and writing skills</li> <li>•Class discussions and debating skills</li> <li>•Data analysis skills</li> <li>•Reading for argument and developing critical source analysis skills</li> </ul>	Transferable skills for further study and employment: <ul style="list-style-type: none"> <li>•Critical thinking skills</li> <li>•Reading, listening and writing skills</li> <li>•Class discussions and debating skills</li> <li>•Data analysis skills</li> <li>•Reading for argument and developing critical source analysis skills</li> </ul>	Transferable skills for further study and employment: <ul style="list-style-type: none"> <li>•Critical thinking skills</li> <li>•Reading, listening and writing skills</li> <li>•Class discussions and debating skills</li> <li>•Data analysis skills</li> <li>•Reading for argument and developing critical source analysis skills</li> </ul>	Transferable skills for further study and employment: <ul style="list-style-type: none"> <li>•Critical thinking skills</li> <li>•Reading, listening and writing skills</li> <li>•Class discussions and debating skills</li> <li>•Data analysis skills</li> <li>•Reading for argument and developing critical source analysis skills</li> </ul>	Transferable skills for further study and employment: <ul style="list-style-type: none"> <li>•Critical thinking skills</li> <li>•Reading, listening and writing skills</li> <li>•Class discussions and debating skills</li> <li>•Data analysis skills</li> <li>•Reading for argument and developing critical source analysis skills</li> </ul>
<b>Spirituality</b>	Studying the English Civil War and Cromwell's Republic can contribute to a student's spiritual development by examining different religious belief from that time like Puritanism and the Devine Right of Kings, but also through exploring timeless spiritual questions concerning faith, morality, power, and human nature, which this topic looks at through war, execution and religious reform.	Studying the Glorious Revolution, the Bill of Rights, and the Act of Union can develop a student's spirituality by encouraging them to reflect on complex themes of belief, morality, purpose and identity.	Studying African history and Trans-Atlantic Slavery can develop a child's spirituality by fostering essential qualities such as empathy and resilience. It provides a powerful historical backdrop for reflecting on human nature, the consequences of greed and a lack of respect for other people, which challenge our core Balshaw's values.	Studying the Industrial Revolution can help students develop their spirituality, particularly through reflecting on the human condition, and the resilience and suffering of Industrial workers. It prompts them to explore big-picture questions related to humanity's place in the world, the meaning of work, and the balance between material desires and people's rights to respect and freedom.	Studying the Industrial Revolution through the lens of Leyland's local history will create an opportunity for students to develop their spirituality by connecting abstract concepts to their tangible surroundings and personal heritage. It allows them to engage with profound questions about human dignity, purpose, and community in a context that is both personal and meaningful, as they reflect and connect with their past.	Studying growing enfranchisement, industrial protest, and women's suffrage offers a powerful avenue for a student's spiritual development, which is broadly defined in UK education as reflecting on profound questions of meaning, purpose, and our relationship to others. This historical exploration moves beyond facts and dates to engage with the core moral and ethical dilemmas that drive human action.
<b>How can parents support the curriculum?</b>	<ul style="list-style-type: none"> <li>•Check that students have completed homework set by their teacher</li> <li>•Discuss and ask them what they learnt in class today</li> <li>•Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li> <li>•Watch linked documentaries or take up wider reading and research with your children at home</li> </ul>	<ul style="list-style-type: none"> <li>•Check that students have completed homework set by their teacher.</li> <li>•Discuss and ask them what they learnt in class today</li> <li>•Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li> <li>•Watch linked documentaries or take up wider reading and research with your children at home</li> </ul>	<ul style="list-style-type: none"> <li>•Check that students have completed homework set by their teacher</li> <li>•Discuss and ask them what they learnt in class today</li> <li>•Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li> <li>•Watch linked documentaries or take up wider reading and research with your children at home</li> </ul>	<ul style="list-style-type: none"> <li>•Check that students have completed homework set by their teacher</li> <li>•Discuss and ask them what they learnt in class today</li> <li>•Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li> <li>•Watch linked documentaries or take up wider reading and research with your children at home</li> </ul>	<ul style="list-style-type: none"> <li>•Check that students have completed homework set by their teacher</li> <li>•Discuss and ask them what they learnt in class today</li> <li>•Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li> <li>•Watch linked documentaries or take up wider reading and research with your children at home</li> </ul>	<ul style="list-style-type: none"> <li>•Check that students have completed homework set by their teacher</li> <li>•Discuss and ask them what they learnt in class today</li> <li>•Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li> <li>•Watch linked documentaries or take up wider reading and research with your children at home</li> </ul>