

There will be an interim assessment in each unit; strengths and areas for development will be identified.



Year 8 History at CLHS

1. Revolution in France (c.1780 – 1800)



We begin our year 8 studies with in France where we pick up our key Year 7 themes of the power of the **Monarchy**, the **State**, the **Church** and of **Society**. We will make comparisons with what we have studied in Year 7 with the revolt of the Peasants and English Civil War. We begin by looking at society in France before the revolution and why so many people were so unhappy. We will introduce you to the key concept on **Enlightenment** thinking in this unit which is theme that we will on over Year 8. Our key historical skills will focus on, drawing information from **sources**, explaining why **interpretations** may differ and the **consequences** of events. You will also make judgements of **significance** and **chronological knowledge**. This is quite a 'gory' unit!



2. The Black Peoples of America (c.1500 – 1968)

We begin our unit in the African Kingdom on Benin at the same time the Tudor family we studied in Year 7 were on the throne in. We develop an understanding of how the Triangular Slave Trade developed between Europe, Britain and the Americas. We start a key theme for Year 8, focusing on the role Britain played in the wider world of the **Enlightenment**. You will focus on **cause** and **consequence**. You will

make judgements on how the power of the **church changes** and **who** in **society** has most power as **economics** becomes a driving factor that may challenge the **state** and **monarchy** for power. We will learn about the lives of slaves from their capture onwards. We focus increasingly on **sources** as we work to understand abolition and the Civil Rights movement in the USA during the 1950s and 1960s. Our **local History focus** will be on the role Lancaster played in the Slave Trade.

3. Industrial Revolution (c.1700 – 1860)



We now bring our focus back to Britain in the **Enlightenment** and how life in the country, town and city begins to change. Our focus for this unit is less on **church**, **state** and **monarchy** and more on **society**. Our key analysis skills are **cause**, **consequence**, **change** and **significance**. We study **sources** that show the impact on life as we begin to make a judgement on whether the changes were good for Britain or not. You will learn about the importance of coal, wool, textiles, individuals and why the fast flowing streams of Lancashire were significant in our **Local History focus**.



5. Health and Disease (c.5,000BC – 2022)

One of our biggest aims in History is to support an understanding of why events in the past have such a great relevance and importance today. In this unit focus on this issue in world history and how it interconnects with some of our other units and themes. We begin in March 2020 and assess the roles that the **Church**, **State** and **economy** had in shaping this key issue for society. We will re-visit key periods of study from Year 7 and Year 8 as we chart this issue over time. Our analysis skills of **cause**, **consequence**, **change** and **continuity** will see the greatest focus.

Assessment 5: (July)
We will test key knowledge, you will write a narrative account and draw inferences from more complex sources.



Year 8

Half Term 1

Half Term 2

Half Term 3

Half Term 4

Half Term 5

Half Term 6

Assessment 1: (October)

We will assess your knowledge and understanding of the unit, draw information from sources, a narrative account and why interpretations differ.



Assessment 2: (December)

We will test your knowledge and understanding of the unit. Extended writing based on writing a narrative and we assess your developing source skills.



Assessment 3: (March)

We will test your knowledge and understanding of the unit. Additionally, drawing information from sources, interpretations and writing a narrative account.



Assessment 4: (May)

We will test your knowledge and understanding of the unit and source analysis.



4. The British Empire (c.1587 – 1947)

With our Year 8 focus on Britain's role in the wider world, there is no better example than the British Empire. We will chart the story from the two perspectives of India and America as we use our analysis skills to assess **similarities** and **differences** between the two. We return again to our **interpretation** skills as we assess different judgements on the **consequences** of the Empire for different groups of people. In our **source** skills we focus on the usefulness of sources for historians as we assess provenance in greater detail. We assess who is driving the expansion of the Empire and the role played by **state**, **church**, the **economy** and the **monarchy**. This unit is the greatest breadth studied so far in a single unit as we chart Britain's power rising and then falling after 1945 where Britain's role in the world dramatically changes. We return to the theme of rebellion that we looked at in the Tudor unit and key individuals who resisted the Empire.

