

# History Year 8 Curriculum overview for teachers

The below is intended to provide parents and pupils with a simple overview of Year 8 History. Should have any additional questions please do not hesitate to contact Mr Auger. We strongly encourage parents to look through their child's books and talk with them about their studies.

Learning Focus	Assessments
<p><b>Unit 1: Revolution in France</b></p>	
<p><u>Learning enquiries:</u> <b>1).</b> French Society, Why were people so unhappy? <b>2).</b> What were the consequences of Louis XVI's actions at the Estates General? <b>3).</b> The events of the French Revolution up to July 1791 <b>4).</b> What were the consequences for the King and Queen? <b>5).</b> Significantly improved' how far do you agree with this interpretation of life for the third estate after the revolution? <b>6).</b> What caused the rise of Napoleon to power?</p> <p><u>Key Skills:</u> Knowledge, Analysis, source skills, interpretations and judgements.</p>	<p><b>Interim Assessment:</b> Pupils will have one piece of 'historical writing' marked with specific feedback that will allow them to respond and improve a specific area.</p> <p><b>Final Assessment:</b> This assessment will test for spelling, knowledge and ability to use key words. Additionally it will test the key component knowledge from the unit, drawing information from a source, identifying different interpretations and writing an account of an event.</p>
<p><b>Unit 2: The Black Peoples of America</b></p>	
<p><u>Learning enquiries:</u> <b>1).</b> Why were West Africans enslaved by Europeans? <b>2).</b> How did the Atlantic Slave Trade develop? <b>3).</b> Describe the features of the Middle Passage <b>4).</b> The most significant consequence of the Slave Sale was the knowledge that they would never see their home again. To what extent do you agree? <b>5).</b> 'Slave rebellions were not successful' To what extent do you agree? <b>6).</b> Why was the Slave Trade abolished? <b>7).</b> What were the consequences of the abolition of the slave trade? <b>8).</b> Write a narrative account of Martin Luther King's role in the Civil Rights Movement.</p> <p><b>Local Focus:</b> Lancaster's role in the slave trade.</p> <p><u>Key Skills:</u> Knowledge, Analysis, source skills, interpretations and judgements.</p>	<p><b>Interim Assessment:</b> Pupils will have one piece of 'historical writing' marked with specific feedback that will allow them to respond and improve a specific area.</p> <p><b>Final Assessment:</b> This assessment will test for spelling, knowledge and ability to use key words. Additionally it will test the key component knowledge from the unit, writing a narrative account and drawing information from a sources.</p>
<p><b>Unit 3: Industrial Revolution</b></p>	
<p><u>Learning enquiries:</u> <b>1).</b> What changed during the Industrial Revolution? <b>2).</b> How did 18<sup>th</sup> century farmers produce more food? <b>3).</b> Why did more people live in towns by 1900? <b>4).</b> Why did the cotton industry start using factories? <b>5).</b> What was life like in the mills? <b>6).</b> How did the coal industry expand after 1750? <b>7).</b> What was life like in the mines? <b>8).</b> How did transportation change? <b>9).</b> How did the railways change Britain? <b>10).</b> How unhealthy were Britain's cities? <b>11).</b> Who did the most to improve Britain's cities? <b>12).</b> Which changes in the Industrial Revolution made life better for people?</p> <p><u>Key Skills:</u> Knowledge, Analysis, source skills, interpretations and judgements.</p>	<p><b>Interim Assessment:</b> Pupils will have one piece of 'historical writing' marked with specific feedback that will allow them to respond and improve a specific area.</p> <p><b>Final Assessment:</b> This assessment will test for spelling, knowledge and ability to use key words. Additionally it will test the key component knowledge from the unit, drawing information from sources, writing a narrative account and identifying different interpretations.</p>

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<p><b>Unit 4: British Empire</b></p>	
<p><u>Learning enquiries:</u> <b>1).</b> Explain why the colony of Roanoke disappeared. <b>2).</b> Explain the consequences of the English colonies set up in North America <b>3).</b> Puritan Pilgrim colonisation was a huge success' to what extent do you agree? <b>4).</b> Describe the key features of piracy in the Caribbean <b>5).</b> Explain the similarities and differences between Britain's activity in America and India. <b>6).</b> 'British rule in India led to positive outcomes', to what extent do you agree with this interpretation of British rule in India? <b>7).</b> Why was there a rebellion against British rule in 1857? <b>8).</b> Describe the key features of Ghandi's methods of protest in India <b>9).</b> How useful are our sources for an enquiry into the consequences of partition in 1947? <b>10).</b> Who should be held responsible for the conflict in Kashmir and why? <b>11).</b> How and why did the British Empire decline across the world?</p> <p><u>Key Skills:</u> Knowledge, Analysis, source skills, interpretations and judgements.</p>	<p><b>Interim Assessment:</b> Pupils will have one piece of 'historical writing' marked with specific feedback that will allow them to respond and improve a specific area.</p> <p><b>Final Assessment:</b> This assessment will test for spelling, knowledge and ability to use key words. Additionally it will test the key component knowledge from the unit, drawing information from a source, explaining why a source may be useful and writing a narrative account.</p>
<p><b>Unit 5: Health and disease in society</b></p>	
<p><u>Learning enquiries:</u> <b>1).</b> How were beliefs about the causes of disease and treatments for them, similar and different from c5000BC – 450AD <b>2).</b> 'The Dark and Middle Ages saw very little progress in medicine' To what extent do you agree? <b>3).</b> 'Explain why an understanding of health and disease in society improved so much over the years 1485 - 1700? <b>4).</b> 'The most significant breakthrough so far...' Do you agree with this interpretation of the work of Edward Jenner? <b>5).</b> What were the consequences of Louis Pasteur's work for the beer industry? <b>6).</b> Who was the most significant and why in stopping disease and why?</p> <p><u>Key Skills:</u> Knowledge, Analysis, source skills, interpretations and judgements.</p>	<p><b>Interim Assessment:</b> Pupils will have one piece of 'historical writing' marked with specific feedback that will allow them to respond and improve a specific area.</p> <p><b>Final Assessment:</b> This assessment will test for spelling, knowledge and ability to use key words. Additionally it will test the key component knowledge from the unit, writing a narrative account and drawing information from a source.</p>