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| * **What we are learning**: The topic or focus for the half term.
* **Key knowledge & skills**: What students should understand and be able to do.
* **How we assess learning**: knowledge checks, practical tasks, written responses and formal assessments.
* **Key words to know**: Vocabulary students will learn and use.
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**Curriculum Overview: History**

**Year group: 8**

**What your child will learn each half term**

This overview shows the key topics, skills, and knowledge your child will be learning in **History** in **Year 8**. It helps families understand what’s being taught, how it builds on previous learning, and how you can support your child at home.

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| **Half term** | **What we are learning** | **Key knowledge and key skills** | **How we will assess learning in this unit** | **Homework** | **Key vocabulary for this unit** |
| HT 1 Topic 1 | How different was the Renaissance to the medieval period? | Da VinciPrinting PressMedical developments Artwork and architectureNew WorldImpact on BritainSkillsDescriptive writingExplanation writing Change and continuity – extent of change. Significance  |  A range of short written tasks describing and explaining. Extended writing assessment.  | Homework booklet 1 and the activities.  | AnatomyColonisationCommunicationDiscoveryDissectionEmpireExplorationIndigenous RenaissanceTrade |
| HT 2/3Topic 2 | What were the impacts of transatlantic enslavement?  | CaptureMiddle passageLife on plantationsResistanceAbolitionRole of NW EnglandBlack BritonsScramble for AfricaSkillsDescriptive writingExplanation writing Source skills, e.g., infer and gathering evidence.Cause and consequenceSignificance | A range of short written tasks describing and explaining. Source work tasks. Extended writing assessment. Debates.Knowledge check on key definitions.  | Homework booklet 2 and the activities. | AbolitionAuctionEnslavedLegacyMiddle passagePetitionResistanceScrambleTradeTransatlantic |
| HT3Topic 3 | What have historians found out about the impact of the Industrial Revolution in Lancashire?​ | TransportationIndustrial townsFactoriesCreation of BlackpoolLeisure time/footballSkillsDescriptive writingExplanation writing Source skills, e.g., infer and gathering evidenceInterpretationsChange and continuity | A range of short written tasks describing and explaining. Source work tasks. Knowledge check on key definitions.  | Homework booklet 3 and the activities.  | CottonFactoryIndustrialLeisureMachinesManufacturedRailwaysRevolutionTerracedTextile |
| HT3Topic 4 | How significant was the government in improving health during the Industrial Revolution? | Edward JennerJohn SnowFlorence NightingaleThe Public Health ActGovernment actionsSkillsDescriptive writingExplanation writing Significance | A range of short written tasks describing and explaining. Extended writing assessment. Debates.Knowledge check on key definitions.  | Homework booklet 4 and the activities. | ActCholeraCompulsoryHealthGovernmentNursingPavilion planSmallpox Spot mapVaccination  |
| HT3/4Topic 5 | How did British control change India?​ | The British EmpireMughal EmpireIndian MutinyLaksmi BaiBritish IndiaVictoria and IndiaWomen in the British RajSkillsDescriptive writingExplanation writing SignificanceCause and consequencesInterpretations | A range of short written tasks describing and explaining. Debates.Knowledge check on key definitions.  | Homework booklet 5 and the activities. | ColonisedEmpireInterpretationMughalMutinyProclamationRajRebellion SepoysTrade |
| HT 6Topic 6 | How did Britain become a democracy? | Declining power of the monarchPeterloo MassacreThe ChartistsThe suffragettesWomen in WWISkillsDescriptive writingExplanation writing Source skills, e.g., infer and gathering evidenceSignificanceChange and continuity | A range of short written tasks describing and explaining. Debates.Knowledge check on key definitions.  | Homework booklet 6 and the activities. | ChartistCivil WarDemocracyGovernmentMassacreMonarchParliamentProtestSuffragette Vote |