|  |
| --- |
| * **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. |

**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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 Vinci  Printing Press  Medical developments  Artwork and architecture  New World  Impact on Britain  Skills  Descriptive writing  Explanation 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. | Anatomy  Colonisation  Communication  Discovery  Dissection  Empire  Exploration  Indigenous  Renaissance  Trade |
| HT 2/3  Topic 2 | What were the impacts of transatlantic enslavement? | Capture  Middle passage  Life on plantations  Resistance  Abolition  Role of NW England  Black Britons  Scramble for Africa  Skills  Descriptive writing  Explanation writing  Source skills, e.g., infer and gathering evidence.  Cause and consequence  Significance | 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. | Abolition  Auction  Enslaved  Legacy  Middle passage  Petition  Resistance  Scramble  Trade  Transatlantic |
| HT3  Topic 3 | What have historians found out about the impact of the Industrial Revolution in Lancashire?​ | Transportation  Industrial towns  Factories  Creation of Blackpool  Leisure time/football  Skills  Descriptive writing  Explanation writing  Source skills, e.g., infer and gathering evidence  Interpretations  Change 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. | Cotton  Factory  Industrial  Leisure  Machines  Manufactured  Railways  Revolution  Terraced  Textile |
| HT3  Topic 4 | How significant was the government in improving health during the Industrial Revolution? | Edward Jenner  John Snow  Florence Nightingale  The Public Health Act  Government actions  Skills  Descriptive writing  Explanation 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. | Act  Cholera  Compulsory  Health  Government  Nursing  Pavilion plan  Smallpox  Spot map  Vaccination |
| HT3/4  Topic 5 | How did British control change India?​ | The British Empire  Mughal Empire  Indian Mutiny  Laksmi Bai  British India  Victoria and India  Women in the British Raj  Skills  Descriptive writing  Explanation writing  Significance  Cause and consequences  Interpretations | A range of short written tasks describing and explaining.  Debates.  Knowledge check on key definitions. | Homework booklet 5 and the activities. | Colonised  Empire  Interpretation  Mughal  Mutiny  Proclamation  Raj  Rebellion  Sepoys  Trade |
| HT 6  Topic 6 | How did Britain become a democracy? | Declining power of the monarch  Peterloo Massacre  The Chartists  The suffragettes  Women in WWI  Skills  Descriptive writing  Explanation writing  Source skills, e.g., infer and gathering evidence  Significance  Change and continuity | A range of short written tasks describing and explaining.  Debates.  Knowledge check on key definitions. | Homework booklet 6 and the activities. | Chartist  Civil War  Democracy  Government  Massacre  Monarch  Parliament  Protest  Suffragette  Vote |