

Subject: History

Year group: 8

Department Curriculum Vision: *History students will develop their knowledge and understanding of the past in order to become critically aware and informed citizens in today's society.*

	Autumn Term 1	Autumn Term 2
Content: (Know what...)	Unit 1 Stuart times to the Glorious Revolution Why did the English start fighting each other? What was the main cause of the English Civil War? How convincing is interpretation 1? Who fought in the English Civil War? Why did the English execute their king? Oliver Cromwell: curse of Ireland? What was the 'Glorious Revolution'?	Unit 2 The Industrial Revolution How did homeworkers become factory workers? How did factories create towns? Why did the demand for coal increase? How did the railways change life in Britain? Who was Edward Jenner? Who were Chadwick and Snow? How important was the work of Louis Pasteur and Joseph Lister?
Skills: (know how...)	Causation: Analyse and understand the reasons behind historical events and developments. Consequence: Assess the impacts and outcomes that historical events and actions have had on the world. Source skills: Draw valid inferences and critically assess the usefulness of historical sources by considering their content, nature, origin, and purpose. Analysing interpretations: Understand and explain how and why different historians or groups have constructed varying interpretations of past events.	Causation: Analyse and understand the reasons behind historical events and developments. Consequence: Assess the impacts and outcomes that historical events and actions have had on the world. Significance: Evaluate the importance of particular events, people, or developments in history.

Key vocabulary	Civil War Divine Right of Kings Interpretation Parliament Parliamentarian Republic Royalist	Anaesthetic Antiseptic Domestic system Epidemic Factory system Industrial Revolution Spinning frame Sterilise Vaccination
Mid Term Assessment	What was the main cause of the English Civil War? How convincing is interpretation 1?	Explain why many factory owners introduced steam power.
End Term Assessment	How should Oliver Cromwell be remembered - hero or villain? Which interpretation is more convincing?	Explain why the population 'exploded' 1745-1901.
	Spring 1	Spring 2
Content: (Know what...)	Unit 3 The British Empire- depth studies on India and Africa How did Britain get an empire? What was India like before the British arrived? Indian mutiny or war of independence? What was the impact of British rule in India? How did India become independent? Why was there a 'scramble' for Africa? How was independence achieved in Africa? Why did the Empire contribute to the Great War? How should the British Empire be remembered? What can the British Empire exhibition tell us about the British Empire?	Unit 4 Slavery and Civil Rights in the USA What was the slave trade? What was life like on an enslaved ship? What happened at a slave auction? What was life like for enslaved people in the USA? Why was slavery abolished in Britain? What happened to black Americans after slavery ended? How did the US civil rights movement start? How significant was the March on Washington?

Skills: (Know how...)	Causation: Analyse and understand the reasons behind historical events and developments. Consequence: Assess the impacts and outcomes that historical events and actions have had on the world. Significance: Evaluate the importance of particular events, people, or developments in history. Analysing interpretations: Understand and explain how and why different historians or groups have constructed varying interpretations of past events.	Causation: Analyse and understand the reasons behind historical events and developments. Consequence: Assess the impacts and outcomes that historical events and actions have had on the world. Significance: Evaluate the importance of particular events, people, or developments in history. Source skills: Draw valid inferences and critically assess the usefulness of historical sources by considering their content, nature, origin, and purpose.
Key vocabulary	Colony East India Company (EIC) Empire Independence Interpretation Mutiny Scramble for Africa Sepoy Rebellion	Abolish Boycott Civil rights Discrimination Plantation Resistance Segregation Enslaved person Source provenance
Mid Term Assessment	What caused the Indians to rise up against British rule in 1857? Which interpretation is more convincing?	How useful is source A for an enquiry into how enslaved people were treated during the Middle Passage?
End Term Assessment	How should the British Empire be remembered- positively or negatively? Which interpretation is more convincing?	How useful are sources A and B for an enquiry into how enslaved people were treated in the USA in the nineteenth century?
	Summer 1	Summer 2

Content: (Know what...)	Unit 5 Twentieth century history Who were the Suffragettes? What methods were used by the Suffragettes? Why did women win the vote in 1918?	Unit 6 The First World War Why did the Great War start? Why did men choose to fight in the First World War? What was life like in the trenches? Should Private Harry Farr be shot? How did countries try to avoid any more wars? Who was Adolf Hitler?
Skills: (Know how...)	Continuity and change: Identify and explain the aspects of history that have remained constant and those that have evolved over time. Causation: Analyse and understand the reasons behind historical events and developments. Consequence: Assess the impacts and outcomes that historical events and actions have had on the world. Significance: Evaluate the importance of particular events, people, or developments in history. Source skills: Draw valid inferences and critically assess the usefulness of historical sources by considering their nature, origin, and purpose.	Causation: Analyse and understand the reasons behind historical events and developments. Consequence: Assess the impacts and outcomes that historical events and actions have had on the world. Significance: Evaluate the importance of particular events, people, or developments in history.
Key vocabulary	Suffragists Suffragettes Militant Millicent Fawcett Emmeline Pankhurst	Alliance Assassination Enlist Propaganda Conscription No Man's Land Stalemate Treaty of Versailles Adolf Hitler
Mid Term Assessment	Causation task on why many people opposed female suffrage.	Source inference and usefulness task on recruitment for the First World War.

End Term Assessment	Causation task on women gaining the franchise in 1918 and 1928.	Source inference and usefulness task on the Battle of the Somme.
Additional information		
Homework	Key knowledge quizzes at the end of each unit. The role of women in the English Civil War. What was life like in a factory? What made towns and cities stink? Why is Cecil Rhodes such a controversial figure? Why did people in Britain support slavery and the slave trade?	
Extra curricular and enrichment opportunities	History events; e.g. Black History month; Remembrance Day; Holocaust Memorial Day, International Women's Day Northwood Debate Society. Extended Learning Project. Library events.	
Useful links that will support learning	Access to a computer. Useful websites: ducksters.com/history ; bbc.co.uk/history ; historyonthenet.com ; tudorhistory.com BBC Bitesize and BBC Teach - History: Offers comprehensive resources, including videos, articles, and quizzes on various historical topics relevant to Key Stage 3. History for Kids: Provides engaging articles, games, and quizzes on a wide range of historical subjects. Spartacus Educational: A comprehensive resource offering detailed articles and primary sources on various historical periods and themes. Access to History documentaries- Netflix, Amazon Prime, Apple TV. Access to History books via the Library.	
How parents can support learning	Monitoring and helping with homework. Ensure student prepares fully for MUAs and EUAs. Trips to museums and places of historical interest such as castles or stately homes.	