

Subject	History	Year Group	Year 8:		
	Term/Unit 1	Term/Unit 2	Term/Unit 3	Term/Unit 4	Term/Unit 5
Scheme title	How did the Tudors shape Britain's future?	What was the significance of the English Civil War?	Why was there a power shift between 1600 and 1800?	Power to the People?	Empire and Slavery
Purpose of scheme	In this unit we consider why should we learn about the Tudors? Students have explored the early Tudors focusing on the impact of the Reformation at the end of Y7. In this topic we explore the reasons for connections with the Armada, development of naval supremacy. Explore the controversial nature of the Elizabethan explorers and their wider significance.	In the unit we consider what was the significance of the English Civil War? We consider how civil wars develop and divide society and impact over a long term. Pupils explore how the Reformation impacts on Britain long term but also how issues of money and a power struggle shapes the civil war. Students will consider how interpretations are made and why. The nature of warfare in the Civil War and how the Roundheads were able to take victory. Students will consider the long term impact of the Civil War.	In this unit we consider what was the political and social change taking place between 1600 and 1800? We explore how and why the monarchy lost power over time and consider which issue had the greater impact. What impact did the Industrial Revolution have on British society? Pupils will explore interpretations of 18th century politics and how accurate they were.	In this unit we examine the upheaval and changes experienced by people in the 19th Century and how this drove social and economic change for the people and how this links to the present day.	In this unit we explore how the British Empire shaped British culture. We examine slavery through the prism of Benin and the impact this had on Benin. Examining the typicality of slavery and also the wider impact for the British Empire over time? We look at the experience of other countries as a result of the British Empire including China and India.
Knowledge in sequence	What did the Spanish Armada happen? Why did the Armada fail? How did explorers develop during the Elizabethan age?	- Why did the English Civil War Start? -Why did the Roundheads win? - What was the significance of the English Civil War?	Was there a change in the monarchy's power? Why? How accurate is the Olympic opening ceremony about the Industrial Revolution? How Convincing is Blackadder III on 18th Century elections?	Overview of riots and rebellions in the 19th century; the Peterloo Massacre; the Swing Riots; historical interpretations on the swing riots; the Mason Brothers; Harriot Taylor Mill.	The British Empire. Benin and slavery. Slave narratives. Abolition of Slavery. Britain and the Opium Wars. The Indian Mutiny. The Benin Massacre
Skills	Source work - utility and interpretation, communication and enquiry. Significance over time. Categorising themes. Continuity and change. Cause and consequence. Communication skills and discussion.	Source work - inference, utility, interpretation forming. Evaluation of how convincing Interpretations are. Categorising themes. Continuity and change. Cause and consequence. Considering what makes something significant over time. Communication skills and discussion.	Source work - analysis, evaluation, cross referring sources. Categorising themes. Continuity and change. Cause and Consequence. Evaluating an interpretations based on their convincing nature. Communication skills and discussion.	Interpretation work - analysis and evaluation of historical interpretations and forming of own interpretations. Continuity and Change. Categorising themes. Cause and consequence. Communication skills and discussion	Source work - analysis and evaluation of contemporary and interpretation sources. Cross referring sources to build evidence. Categorising themes. Continuity and change. Cause and consequence. Communication skills and discussion.
Key words	Feet, fireships, Armada, Catholic, Protestant, Provenance, Content, Purpose, Audience, Response, Privateer, expeditions, galleon, circumnavigating, Colonise	Parliament, Parliamentarian, Roundhead, Royalist, Cavalier, Tyrant, significance, New Model Army, Musketeer, Pikemen, siege	Democracy, Monarchy, Autocracy, Constitution, Rotton Brough, Corruption, Whigs, Tory, Industrial, Agricultural, fraud, revolution.	Revolution, Rebellion, Riot, Massacre, Rights, Suffrage, Feminism, Protest, Industrial, Agricultural, Enclosure	Empire, Colony, Colonialism, Imperial and Imperialism. Britons, Britannia, The Middle Passage. Triangular Slave Trade. Auction, Scramble. Mutiny, Opium
End point	Students will be able to explain with confidence key elements of the Spanish Armada and its failure. They will be able to relate this contextual information to the sources with analysis and evaluation. Student will be able to explain short, medium and long terms of impact of exploration the Tudor dynasty.	Students will have a secure understanding of why the Civil War started. The concepts and how they fit into the broader landscape of the civil war. Pupils will be able to deploy knowledge to explain their ideas and interpretations of what happened and why.	Pupils will demonstrate knowledge and understanding of the nature of change in power in Britain. They will understand how the change in people's living circumstance result in a drive for change with political outlook.	Pupils will understand the complex nature of rebellion and reform. Link impacts of Industrialisation to living conditions and the poor. The mass migration into towns and cities drives a climber to promote reform. They will understand the nature of successful and unsuccessful protest and how reform didn't benefit all, especially women.	Pupils will have a broad and specific understanding of the workings of, motivations for and consequences of Slavery. They will understand how the British Empire works in conjunction with slavery. They will have a developed understanding of other cultures and civilisations such as Benin
Assessment Methods	Wall of misconception. Source assessment - open book on utility. Knowledge test	Source assessment - utility. Open book. Convincing assessment.	Wall of misconception. Convincing Questions. Wall of Misconception. Knowledge test	Swing riots interpretation forming and knowledge test with asking pupils to challenge historical misconceptions. Knowledge test	Wall of misconception. Convincing Question Benin slavery, slave narrative usefulness. Year end knowledge test.