

Year 8 KS3 History: Curriculum Matrix & Schemes of Work

Aligned with: "New Scheme of Work.docx" and "Assessment Overview.docx"

Unit 1: Challenges to the Catholic Church (Autumn 1)

Aspect	Details & Mapping
Weekly Themes	<p>Week 1: Reasons why some people questioned Catholicism: sinful priests, greed, indulgences, parts not in the Bible / Martin Luther & the 95 Theses / Short-term European reaction.</p> <p>Week 2: Broad chronological overview: Tudor timeline from the Peasants' Revolt to 1603 / Reviewing the immense power of the medieval Church / Linking English developments to European changes.</p> <p>Week 3: Henry VIII's "Great Matter": Catherine of Aragon and the quest for a male heir / The Break from Rome / Evaluating religious vs. political motivations.</p> <p>Week 4: Short-term consequences of the Reformation in England / The Dissolution of the Monasteries and its socio-economic impact on clergy and the poor / Structural changes to church design, shrines, and pilgrimages.</p> <p>Week 5: Persecution of Protestants under Mary I / The Elizabethan Religious Settlement and the "Middle Way".</p> <p>Week 6: Catholic Counter-Reformation in Europe / The Spanish Armada (1588) / Catholic resistance and plots against Elizabeth I.</p> <p>Week 7: The Gunpowder Plot (1605): aims, execution, discovery, and the subsequent treatment and legacy of the conspirators.</p>
Key Concepts	<p>ANALYTICAL NARRATIVE</p> <p>* Construct descriptive narratives of the Tudor religious rollercoaster with emerging organization, using targeted evidence to track the shifting of power from Rome to the English Crown.</p> <p>CHANGE & CONTINUITY</p>

- * Describe religious change using distinctive features of the Tudor period.
- * Understand that radical structural change often stems from individual agency (e.g., Henry VIII) but has wider, unintended consequences for ordinary citizens.
- * Begin to measure the pace and extent of religious transformation between 1509 and 1603.

CHRONOLOGY

- * Construct short and long-term timelines mapping Tudor and early Stuart monarchs from 1485 to 1605.

EVIDENCE

- * Draw secure inferences from primary evidence regarding religious practices.
- * Interrogate sources to identify why and how perspectives on the Reformation changed depending on the author's religious affiliation.

HISTORICAL VOCABULARY

- * Contextually apply high-frequency vocabulary such as *Reformation, monastery, annulment, Protestant, Catholicism, and persecution.*

INTERPRETATIONS

- * Select, describe, and analyse historical interpretations (e.g., Foxe's Book of Martyrs vs. modern historical assessments) to identify their underlying purpose and message.

Literacy & Numeracy

Literacy: Reading & comprehension • Comparing and evaluating conflicting historical interpretations • Structuring causation and significance essays.

Numeracy: Timeline construction • Chronological tracking across the Tudor dynasty.

<p>Cross-curricular / SMSC & MBV</p>	<p>Cross-curricular: RE (Christianity: Catholic and Protestant doctrinal divides, theological arguments).</p> <p>SMSC & MBV: <i>Cultural:</i> Exploring, understanding, and respecting religious diversity and the heritage of British Christian denominations.</p> <p><i>Moral:</i> Discussing and offering reasoned views on ethical issues such as state-sanctioned religious persecution and execution.</p> <p><i>Social:</i> Understanding how national laws and policies can radically dictate local community structures.</p> <p><i>Spiritual:</i> Exploring the depth of personal religious beliefs and values that led people to face execution for their faith.</p> <p><i>Democracy:</i> Identifying and combatting historical religious discrimination.</p>
<p>End of Unit Assessments</p>	<p>1. Causation Essay (12 marks): Explain why Henry VIII broke from Rome.</p> <p><i>Stimulus:</i> The Great Matter (Annulment) / Power (Royal Supremacy)</p> <p>2. Significance Essay (12 marks): How significant was Mary I's religious policy in changing England?</p> <p><i>Stimulus:</i> Burning of Protestants / Restoration of Catholicism</p>

Unit 2: The English Civil War (Autumn 2)

Aspect	Details & Mapping
<p>Weekly Themes</p>	<p>Week 1: Early Stuart timeline (1604–1642) / James I and the divine right of kings / Charles I's early reign: the failed arrest of the Five MPs and the concept of "absolutism".</p> <p>Week 2: Cultural and religious divides: William Prynne, Puritan pamphleteers, and Laudianism / Long-term political and short-term economic grievances (e.g., Ship Money).</p> <p>Week 3: Combining the dual narrative threads: The struggle for power between King and Parliament and mounting religious unrest / The formal outbreak of the Civil War in 1642.</p>

	<p>Week 4: Ideological divisions: Royalists vs. Parliamentarians / Radical political voices (Puritans, Levellers, and Diggers) / Family divisions and shifting alliances.</p> <p>Week 5: Military evolution: Comparing Royalist forces to the New Model Army / Using primary sources to identify the New Model Army's unique structure, tactics, and role in securing Parliament's victory.</p> <p>Week 6: The trial and execution of Charles I (1649) / Parliament's internal divisions regarding regicide / The pivotal role of Oliver Cromwell / Victorian vs. modern interpretations of the Civil War.</p>
Key Concepts	<p>CAUSATION & CONSEQUENCE</p> <ul style="list-style-type: none"> * Confidently categorize and interrelate political, economic, and religious causes of the Civil War (e.g., linking Ship Money to constitutional grievances). * Construct multi-causal explanations that avoid simple reliance on Charles I's personal character. <p>EVIDENCE</p> <ul style="list-style-type: none"> * Move beyond generalized assertions of reliability (e.g., "primary sources are always reliable") toward specific, contextual evaluation. * Frame valid historical inferences using textual and visual evidence. * Critique the utility and reliability of propaganda sources (such as Woodcuts and royal declarations) based on their provenance.
Literacy & Numeracy	<p>Literacy: Reading & comprehension • Drafting structured multi-paragraph causation essays • Analysing contemporary political rhetoric and seventeenth-century pamphlets.</p> <p>Numeracy: Mapping short-term chronological developments (1640–1649).</p>
Cross-curricular / SMSC & MBV	<p>Cross-curricular: Citizenship (The balance of power between monarchy and parliament; constitutional development of the UK) • RE (Puritanism and Laudian Anglicanism).</p>

	<p>SMSC & MBV: Moral: Evaluating right and wrong in the context of treason, rebellion, and the unprecedented trial of a reigning monarch.</p> <p><i>Social:</i> Analysing how deep civil conflict fractures family structures and local community networks.</p> <p><i>Spiritual:</i> Exploring the powerful religious beliefs (Divine Right vs. Puritan Providence) that drove both sides.</p> <p><i>Civil & Criminal Law:</i> Understanding how living under a clear, constitutional rule of law protects citizens, and investigating the division of executive power.</p> <p><i>Democracy:</i> Exploring the foundational historical steps toward parliamentary supremacy and democratic process.</p>
End of Unit Assessments	<p>1. Causation Essay (12 marks): Explain why the English Civil War broke out.</p> <p><i>Stimulus:</i> Divine Right of Kings / Ship Money</p> <p>2. Evidence (Utility) (8 marks): How useful is this source for an enquiry into Oliver Cromwell's actions during the war?</p>

Unit 3: The Slave Trade (Spring 1)

Aspect	Details & Mapping
Weekly Themes	<p>Week 1: Liverpool and Bristol as thriving slave trading ports / Britain's Thirteen Colonies in North America / Building a picture of Britain as a dominant transatlantic merchant and trading nation.</p> <p>Week 2: West African civilizations (e.g., Kingdom of Benin, Dahomey) / Addressing historical and Victorian misconceptions of "primitive Africa" / Investigating how British traders acquired enslaved people.</p> <p>Week 3: The Triangular Trade system / Thomas Clarkson's empirical research and essay / The horrors of the Middle Passage.</p> <p>Week 4: Plantations in the Americas / Analysing physical artifacts and contemporary artwork to investigate slave life and labour / The legal status of enslaved people / Methods of control, escapes, and punishment.</p>

	<p>Week 5: The Abolitionist movement: methods and arguments / The parliamentary campaigns of William Wilberforce and William Pitt / Grassroots efforts: Elizabeth Heyrick, the sugar boycotts, and abolitionist medallions.</p> <p>Week 6: Resistance and active rebellion / The impact of the St. Domingue (Haitian) Revolution / Everyday cultural resistance and the significance of Negro spirituals.</p> <p>Week 7: The structural and economic causes of the 1807 Abolition Act / Dismantling the misconception that slavery ended in 1807 / Tracking its continuation across the British Empire until 1833.</p>
<p>Key Concepts</p>	<p>EVIDENCE</p> <ul style="list-style-type: none"> * Synthesize a small group of primary sources (e.g., slave ship diagrams, plantation records, merchant journals) to formulate a multi-perspective historical inquiry. * Evaluate source utility and reliability in relation to the horrific conditions of the Middle Passage, identifying how the author's purpose shapes their account. <p>INTERPRETATIONS</p> <ul style="list-style-type: none"> * Recognize how different historical narratives depict the abolition movement (e.g., focusing solely on Wilberforce vs. highlighting the agency of enslaved rebels like Toussaint Louverture). * Link the creation of different historical interpretations to the selective use of primary evidence.
<p>Literacy & Numeracy</p>	<p>Literacy: Reading & comprehension • Source evaluation and utility writing structures • Analysing historical arguments and persuasive campaign leaflets.</p> <p>Numeracy: Chronological mapping of the triangular trade routes • Interpreting demographic and trade data.</p>
<p>Cross-curricular / SMSC & MBV</p>	<p>Cross-curricular: Citizenship (Human rights, systemic racism, campaigning and lobbying methods) • Geography (Global trade networks, physical and economic geography of West Africa and the Caribbean).</p> <p>SMSC & MBV: <i>Cultural:</i> Exploring, respecting, and understanding West African heritage and its subsequent cultural legacy in the</p>

	<p>diaspora.</p> <p><i>Moral:</i> Analysing the profound moral and ethical issues surrounding the commodification of human beings and the economic wealth generated by the trade.</p> <p><i>Social:</i> Investigating the structural inequalities of plantation societies and their long-term social effects.</p> <p><i>Democracy:</i> Understanding how democratic tools (petitions, boycotts, public campaigning) were used to challenge legal frameworks; actively identifying and combatting discrimination.</p>
End of Unit Assessments	<p>1. Evidence (Utility) (8 marks): How useful are Sources B, C, and D for an enquiry into conditions on the Middle Passage?</p> <p>2. Causation Essay (12 marks): Explain why the slave trade was abolished in 1807.</p> <p><i>Stimulus:</i> William Wilberforce / Slave Rebellions</p>

Unit 4: The British Empire (Spring 2)

Aspect	Details & Mapping
Weekly Themes	<p>Week 1: Medieval origins of English expansion (Angevin Empire) / Tudor colonialism: Nova Albion and Virginia / The establishment of the Thirteen Colonies in North America.</p> <p>Week 2: Colonial expansion in Canada and the Caribbean / Trade dynamics in the Atlantic / Mercantilism: protecting trade through tariffs, privateers, and the growth of the Royal Navy.</p> <p>Week 3: The loss of the Thirteen Colonies and its consequences / The origins and early growth of the East India Company (EIC) / Establishing commercial trading posts.</p> <p>Week 4: The decline of the Mughal Empire / The EIC's transition from trade to political power through military force, alliances, and territorial expansion.</p> <p>Week 5: Cost-benefit analysis of the Empire: benefits to Britain (imports, exports, global superpower status) vs. benefits to colonies</p>

	<p>(infrastructure, law and order) / Drawbacks for Britain (defense costs) vs. devastating costs for colonies (land confiscation, native subjugation, cultural erasure, economic exploitation).</p> <p>Week 6: The Indian Rebellion (1857–58) and the transition to direct Crown Rule (The Raj) / Imperial competition: The Scramble for Africa, the Zulu War, and the Boer War.</p>
<p>Key Concepts</p>	<p>CAUSATION & CONSEQUENCE</p> <ul style="list-style-type: none"> * Explain the causes of imperial expansion, linking financial motives (trade, mercantilism) with geopolitical factors (rivalry with France/Spain, naval power). * Evaluate how events in the colonies had major consequences for British domestic politics and wealth. <p>CHRONOLOGY</p> <ul style="list-style-type: none"> * Confidently place British imperial milestones on a chronological timeline spanning the sixteenth to the late nineteenth centuries, identifying lines of development. <p>EVIDENCE</p> <ul style="list-style-type: none"> * Evaluate the reliability and utility of colonial administrative records, military reports, and indigenous accounts of conflicts like the Indian Rebellion. <p>INTERPRETATIONS</p> <ul style="list-style-type: none"> * Deconstruct different representations of the British Empire, explaining how Victorian imperial propaganda differs fundamentally from post-colonial interpretations.
<p>Literacy & Numeracy</p>	<p>Literacy: Reading & comprehension • Planning and structuring comparative balance-sheet essays • Identifying bias, hyperbole, and nationalistic framing in historic documents.</p> <p>Numeracy: Chronology • Interpreting territorial maps and global import/export metrics.</p>

<p>Cross-curricular / SMSC & MBV</p>	<p>Cross-curricular: Citizenship (Global migration, the Commonwealth, British values, international law) • Geography (Territorial development, raw resource distribution, global mapping) • RE (Co-existence and conflicts within the Mughal Empire).</p> <p>SMSC & MBV: Cultural: Exploring and understanding the global cultural exchange and the painful legacy of cultural imposition and land confiscation.</p> <p><i>Moral:</i> Discussing and offering reasoned moral views on imperialism, economic exploitation, and the subjugation of native populations.</p> <p><i>Social:</i> Understanding how multicultural societies within both Britain and the former colonies have been shaped by the legacy of empire.</p> <p><i>Democracy:</i> Understanding the historical denial of democratic rights to colonized peoples and how modern concepts of national self-determination developed.</p>
<p>End of Unit Assessments</p>	<p>1. Significance Essay (12 marks): How significant were the benefits of the British Empire to Britain?</p> <p><i>Stimulus:</i> Raw Materials / Navy</p> <p>2. Interpretations (4 marks): Explain one way Interpretation 1 differs from Interpretation 2 regarding the impact of the British Empire.</p>

Unit 5: The Enlightenment & Industrial Revolution (Summer 1)

Aspect	Details & Mapping
<p>Weekly Themes</p>	<p>Week 1: The Enlightenment (Part 1). Scientific developments / The Royal Society / Sir Isaac Newton and changing views of the physical world / Rebuilding London after the Great Fire of 1666 using Christopher Wren's scientific designs.</p> <p>Week 2: The Enlightenment (Part 2). Political and philosophical ideas of the Enlightenment / John Locke and the challenge to absolute royal authority / The rise of the Coffee House as a hub for debate / The Enlightenment as a direct catalyst for industrial innovation and changing ideas.</p>

	<p>Week 3: The Agricultural Revolution. Selective breeding, the enclosure movement, crop rotation, and machine advancement (e.g., Jethro Tull) / How increased agricultural efficiency reduced the need for rural labour.</p> <p>Week 4: Industrialization & Urbanization. Canals, railways, coal mining, ironworks, and the steam engine / The rapid growth of factories and cities / Protests against technology: machine-breaking (Luddites) and Mary Shelley's <i>Frankenstein</i>.</p> <p>Week 5: Living and Working Conditions. Mill and mine labour / Child exploitation: chimney sweeps, orphanages, and the workhouse system / Literary reflections: <i>The Water Babies</i> and <i>Oliver Twist</i> and how they helped shift societal attitudes towards children.</p> <p>Week 6: Public Health, Sanitation, and Crime. Urban overcrowding, waste management, and epidemic disease (Cholera) / Dr. John Snow's scientific detective work on the Broad Street pump / How the growth of cities led to new types of crime and the creation of the modern police force / Forensic science in popular culture (Sherlock Holmes).</p> <p>Week 7: The Great Exhibition (1851) and Progress. Infrastructure milestones, railways, and shifting social classes / Categorizing change: analysing the pace, extent, and varying quality of life for working-class vs. middle-class Victorians.</p>
Key Concepts	<p>CHANGE & CONTINUITY</p> <ul style="list-style-type: none"> * Measure the rapid pace and massive scale of the transition from a rural, agricultural economy to an urban, industrial powerhouse. * Evaluate how industrialization had vastly different consequences depending on social class. * Identify lines of long-term development (e.g., from early scientific queries in the Royal Society to physical engineering triumphs in Victorian cities). <p>EVIDENCE</p> <ul style="list-style-type: none"> * Use local and national source material (e.g., maps, sanitation reports, factory commission testimonies) to construct inquiries into living and working conditions. * Introduce the concept of "follow-up enquiries" to identify how historians gather supplementary evidence to test original claims.
Literacy &	Literacy: Reading & comprehension • Analytical narrative writing • Structuring evaluative change essays • Engaging with Victorian

Numeracy	<p>literature and investigative parliamentary reports.</p> <p>Numeracy: Chronology • Interpreting and graphing statistical data (mortality rates, rural-to-urban population shifts, economic production graphs).</p>
Cross-curricular / SMSC & MBV	<p>Cross-curricular: Citizenship (Workers' rights, state responsibility, policing, public health) • Geography (Urbanization, demographic shifts, natural resources) • Science (The Scientific Revolution, history of medicine, disease transmission, John Snow) • DT (Engineering, industrial design, and structural planning).</p> <p>SMSC & MBV: <i>Cultural:</i> Exploring how the Industrial Revolution established the modern, urban lifestyle of contemporary Britain.</p> <p><i>Moral:</i> Offering reasoned views on the exploitation of child labour, the ethics of laissez-faire capitalism, and the emergence of state intervention to protect citizens.</p> <p><i>Social:</i> Understanding how socio-economic classes formed, organized (early trade unions), and negotiated their rights.</p> <p><i>Civil & Criminal Law:</i> Investigating the rise of urban crime, the establishment of the police, and the development of modern civil protection laws.</p>
End of Unit Assessments	<p>1. Causation Essay (12 marks): Explain the reasons why the Industrial Revolution began in Britain.</p> <p><i>Stimulus:</i> Coal and Iron / The Steam Engine</p> <p>2. Change and Continuity Essay (16 marks + 4 marks for SPaG): How far did life change for working-class people between 1750 and 1900?</p> <p><i>Stimulus:</i> Factory Acts / Urbanisation</p>

Unit 6: The Suffragettes (Summer 2)

Aspect	Details & Mapping
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<p>Weekly Themes</p>	<p>Week 1: Two Paths to Equality – Separate Spheres, Suffragists, and Suffragettes (Late 19th C. – 1908)</p> <p><i>Establishes the Victorian status quo and introduces the two distinct, often clashing movements that arose to fight it.</i></p> <p>Week 2: Militancy, Martyrdom, and State Resistance (1909–1914)</p> <p><i>Examines the extreme escalation of the WSPU's tactics, the government's increasingly desperate methods of control, and the moral crisis of the campaign.</i></p> <p>Week 3: War, Victory, and the Historiographical Debate (1914–1928)</p> <p><i>Explores how World War I interrupted the conflict, the political breakthrough of 1918, and the final achievement of equal franchise in 1928.</i></p>
<p>Key Concepts</p>	<p>CAUSATION & CONSEQUENCE</p> <ul style="list-style-type: none"> * Explain the causes of the rapid escalation in the suffrage campaign in the early twentieth century. * Evaluate the short and long-term political consequences of both militant and constitutional tactics. <p>CHANGE & CONTINUITY</p> <ul style="list-style-type: none"> * Analyse the extent of political and social change achieved by women between 1897 and 1928, recognizing areas of lingering inequality. <p>INTERPRETATIONS</p> <ul style="list-style-type: none"> * Examine differing historical interpretations regarding the efficacy of the Suffragette tactics (e.g., whether militancy delayed the franchise by alienating politicians or accelerated it by keeping it on the national agenda). * Understand the motives behind the creation of contemporary anti-suffrage propaganda.
<p>Literacy & Numeracy</p>	<p>Literacy: Reading & comprehension • Analysing political propaganda posters and speeches • Structuring critical debates and</p>

	<p>evaluations of historical interpretations.</p> <p>Numeracy: Tracking election data, franchise percentages, and demographic changes in voting populations.</p>
Cross-curricular / SMSC & MBV	<p>Cross-curricular: Citizenship (Electoral franchise, civil disobedience vs. constitutional change, human rights, gender equality) • RE (Quaker and non-conformist religious support for social reform).</p> <p>SMSC & MBV: <i>Cultural:</i> Appreciating the historical roots of modern gender equality and voting rights in the UK.</p> <p><i>Moral:</i> Discussing the ethics of civil disobedience, militancy, and political violence in pursuit of human rights.</p> <p><i>Social:</i> Analysing how social movements organize, capture public attention, and influence national legislation.</p> <p><i>Democracy:</i> Instilling a deep respect for democratic processes, the value of the vote, and how disenfranchised citizens can successfully influence decision-making.</p>
End of Unit Assessments	<p>1. Causation Essay (12 marks): Explain why the campaign for women's suffrage gained significant momentum in the early 20th century.</p> <p><i>Stimulus:</i> Militant Tactics (WSPU) / Constitutional Campaigns (NUWSS)</p> <p>2. Interpretations (4 marks): Explain why historians differ about whether the suffragettes' methods were effective.</p>