



## History Year 8 – Curriculum Intent - Long Term Plan

	<b><u>Unit Intent</u></b> (i.e. how does support learning in the next unit/future units/exam prep, etc)	<b><u>Content Coverage – Essential Questions</u></b>	<b><u>Method/s of Assessment</u></b> (At least one method of assessment to be listed per term)	<b><u>Suggested Reading</u></b>
Term 1: <b><u>Taking it to extremes</u></b>	Through the examination of key events, students see the impacts of the reformation and the religious split. Students can relate local customs surrounding bonfire celebrations to the attempted terrorist attempt on King James I and examine the beginnings of changing society into a meritocracy under Cromwell. This ensures understanding of the gradual progression and modernisation of attitudes, as well as giving a good arena for comparisons of knowledge and understanding between the arrival of plague studied in year 7 and the impact (or lack of impact) of new learning in responses to the 1665 outbreak in London. This allows for students to move on in term 2 to analyse the British Empire and its impacts, including slavery, and how attitudes towards these changed over time too.	<ul style="list-style-type: none"> <li>• What happened in the Gunpowder Plot?</li> <li>• How were leaders chosen in the 17<sup>th</sup> century?</li> <li>• Why did Regicide happen?</li> <li>• How do you try a king?</li> <li>• Why were people travelling the world?</li> <li>• How much had medicine improved?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 2 – source work – were the Gunpowder plotters framed?</li> <li>• Lesson 6 Should they execute Charles I?</li> </ul>	<ul style="list-style-type: none"> <li>• Croatoan: Birthplace of America by Scott Dawson</li> <li>• The Sealed Knot by Stuart Lowrie</li> <li>• Wolf Hall Trilogy by Hilary Mantel</li> </ul>
Term 2: <b><u>Slavery</u></b>	This is an essential topic for students to study and understand, it is Britain's "dirty little secret", yet through exploration of the topic content students will begin to understand the beliefs and contemporary motivations of a range of individuals. They will use	<ul style="list-style-type: none"> <li>• What was the Trans-Atlantic Slave Trade?</li> <li>• What beliefs allowed the slave trade to flourish?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 2 How was the slave trade justified? SOOT</li> <li>• Lesson 5 plantation life SOT</li> </ul>	<ul style="list-style-type: none"> <li>• Horrible Histories –Barmy British Empire by Terry Deary</li> </ul>

	their empathy to understand the experiences of the slaves, and the motives/effectiveness of the different anti-slavery campaigns, giving the opportunity for some GCSE genre writing practice to demonstrate their knowledge.	<ul style="list-style-type: none"> <li>• What was life like for a slave?</li> <li>• How did slaves escape?</li> <li>• How was the slave trade abolished?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 9 SOOT Abolition of slavery</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom by Catherine Johnson</li> <li>• The Slave Dancer by Paula Fox</li> </ul>
<b>Term 3:</b> <u><b>Victoria</b></u>  Victorian – link to English – War of the Worlds Alice in Wonderland	Here students examine the way that the British Empire was linked to the slave trade, examining the reasoning and impact of the empire on Britain, before they move on to the Industrial revolution, in particular the living conditions within the new Victorian cities. This knowledge – focusing on the living conditions feeds forward to the mini development study of crime and the Ripper murders in term 6. It also directly links to aspects of the major diseases plaguing the Victorian urban populations such as Cholera, and this is a major focus of the time period in the GCSE medicine course.	<ul style="list-style-type: none"> <li>• What were the benefits of having an empire?</li> <li>• How was Africa divided up?</li> <li>• What was the most important invention of the Victorian era?</li> <li>• What were the conditions in the factories?</li> <li>• What were the conditions like in Victorian towns?</li> <li>• How was Cholera tackled?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 3 write an account of the division of Africa</li> <li>• Lesson 6 presentations on Victorian inventions</li> <li>• Lesson 8 similarities/differences between two sources</li> </ul>	<ul style="list-style-type: none"> <li>• Horrible Histories –Vile Victorians by Terry Deary</li> <li>• The Midnight Folk by John Masefield</li> <li>• Street Child by Berlie Doherty</li> </ul>
<b>Term 4:</b> <u><b>Crime and Punishment</b></u>  Witches– link to English – Shakespeare MacBeth	At GCSE, the first unit that the students’ study is the development study – to explore how own aspect (in our case medicine) has developed and changed over time. This unit of work models that depth study approach to focus on change and continuity of an area over time. It looks at the way that attitudes towards crime and what constitutes a crime has developed through time, as well as the reasoning behind the penal codes. This helps students to understand the beliefs of the time periods - which will in term support with understanding different beliefs about the cause of disease. At GCSE the course takes around 60 lessons, so we have selected just some of the key aspects that are most intriguing for students, and which build best from prior learning both in year 8 and from knowledge of local events too.	<ul style="list-style-type: none"> <li>• How did Victorian life compare to ours?</li> <li>• What was crime and punishment in the Middle Ages like?</li> <li>• Did the Tudors change the Medieval system?</li> <li>• Why were witches treated so harshly?</li> <li>• Why did we have the Bloody Code?</li> <li>• Why was transportation used?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 5 how fair was medieval punishment?</li> <li>• Lesson 9 witches booklet/presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Wicked Girls: A Novel of the Salam Witch Trials by Stephanie Hemphill</li> <li>• How the Hangman lost his heart by KM Grant</li> <li>• The Lodger by Marie Belloe Lownders</li> </ul>
<b>Term 5:</b> <u><b>Crime and Punishment</b></u>	At GCSE, the first unit that the students study is the development study – to explore how own aspect (in our case medicine) has developed and changed over	<ul style="list-style-type: none"> <li>• Who were the Highwaymen?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 4 SOT Black Adder accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Horrible Histories –Villainous</li> </ul>

	<p>time. It looks at the way that attitudes towards crime and what constitutes a crime has changed through time, as well as the reasoning behind the penal codes. This helps students to understand the beliefs of the time periods -which will in term support with understanding different beliefs about the cause of disease. At GCSE the course takes around 60 lessons, so we have selected just some of the key aspects that are most intriguing for students, and which build best from prior learning both in year 8 and from knowledge of local events too.</p>	<ul style="list-style-type: none"> <li>• Why was John Breeds hanged?</li> <li>• What was London like in 1888?</li> <li>• Who were the first modern police?</li> <li>• Who was Jack the Ripper?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 6 John Bredes report presentations</li> <li>• Lesson 10 why couldn't the police catch Jack?</li> </ul>	<p>Victorians by Terry Deary</p> <ul style="list-style-type: none"> <li>• Jack Be Nimble by Adam Croft</li> <li>• The Yard by Alex Grecian</li> </ul>
<p>Term 6 – <b><u>Intro to Twentieth Century World</u></b></p>	<p>Students in Year 9 will be studying modern history, and the events of the 20<sup>th</sup> century, as a forum for practicing their historical skills. Students will begin by looking at the situation in 1900, and explore the causes of World War One. Students will look at a range of modern sources and use these to learn about the past. They will examine topics such as recruitment and women's role in the War, and use these as a comparison point for discussion to demonstrate the changing attitudes and technologies and their impacts of these on the lives of ordinary people.</p>	<ul style="list-style-type: none"> <li>• What was life like in 1900?</li> <li>• What were the long-term causes of WW1?</li> <li>• How did international relations increase the tension in Europe?</li> <li>• What was the spark that started WW1?</li> <li>• How were men recruited to the army?</li> <li>• How does the first world war relate to me?</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 3 MAIN causes of WW1 – SOOT</li> <li>• Lesson 8 Source analysis – “Daddy what did you do in the War?”</li> </ul>	<ul style="list-style-type: none"> <li>• Horrible Histories –Frightful First World War by Terry Deary</li> <li>• Five Children on the Western Front by Kate Saunders</li> <li>• The Skylark's War by Hillary McKay</li> </ul>