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| Year 8 | **Topic: Early exploration, trade and empire.**  **(Early Modern History)**  **Period: Spring 2** |
| **Overview of topic:**  This unit provide students with an understanding about the foundations of the British Empire under Elizabeth I and the development of the Empire over time. Links are made with Geography with push and pull factors for immigration to America, including; religion, economy and government. Students will consider the diverse history of the indigenous peoples of the Americas and the impact colonisation had on them. We will then move on to Britain’s transatlantic slave trade: its effects and its eventual abolition. Students will gain a sense of Britain’s pivotal role in the slave trade and its efforts – along with those of slaves themselves – to abolish it in the early 19th Century. Links will be made with RE and students will be given time and space to express what they feel about what they are learning. The themes, concepts, skills and knowledge in this unit will be revisited in Year 9 – the end of Empire and Civil Rights.  **Links to AQA GCSE History:**   * Elizabethan England - English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh. * Health and the People – The beginnings of change exploration and new medicines. | |
| **Key** **knowledge:**   * Democracy and dictatorship * Two types of dictatorship – Communism and Fascism * What was Germany like in the 192Os? * Why did Hitler become popular? * What was life like in Nazi Germany – for different groups of people? * Why did the Second World War start?   **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | **Analyse**  **Biased**  **Cause**  **Contrast**  **Evidence**  **Explain**  **Infer**  **Interpretation**  **Justify**  **Opinion**  **Provenance**  **Purpose**  **Significance**  **Source**  **Useful** | abolish  abolitionist  anti-slavery  auction  boycott  circumnavigate  colonies  colonisation  conquest  cotton  economic  empire  enslaved peoples  exploration  explorers  indigenous  Membersof Parliament (MP) Middle Passage  Native Americans  New World  Parliament  Pirates  Plantation  Privateers  Racism  Settlers  trade,  transatlantic  Triangular Trade,  tribes | | **Key skills:**   * Chronological understanding. * Historical time periods. * Cause and consequence. * The use of historical evidence (sources) * Developing the ability to communicate in writing about the past.   **Know how to…**   * Make inferences and evaluate the utility of sources. * Assess the diverse range of experiences during the First World War, the 20s and the 30s. * Analyse interpretations of history. * Write developed explanations. |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***  History Film club – Horrible Histories: The Rotten Romans  History book club – to be decided. | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**   1. Teaching subject specific vocabulary:  * Spelling and meaning tests using the vocabulary on knowledge organisers. * Vocabulary games, such as dominoes, bingo, taboo.  1. Lifting from the text e.g. keywords in assessment questions. 2. Promoting reading fluency:  * Teacher modelling * Whole class reading * Paired reading  1. Variety of texts – textbooks, plays, sources, historical fiction, scholarship, etc. 2. Guided reading to help students to develop: note-taking skills, read for meaning, summarise and analyse text.   **Wider Reading Opportunities/Links:**  Historical fiction:  *Passing for White* by Tanya Landman  *Crow Mountain* by Lucy Inglis  *Buffalo Soldier* by Tanya Landman  **Non-fiction:**  The school library has a wide choice of history non-fiction books. For example:  Greg Jenner, You are history!  David Olusoga, Black and British  Horrible Histories – Frightful First World War, Woeful Second World War. |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around the topic * Visit your local library (or BorrowBox), museums, or other locations to explore the topic * Promote books/other texts that explore this topic (see reading section) * Help your child to learn the key vocabulary | |