|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 8 Curriculum Overview [2023-2024]**  **Subject History** | | | | | | |
| **Enquiry Questions**  **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT1 and HT2** |  |  |  |  |  |  |
| **How could a change in a Tudor Monarch lead to a death sentence?**  **What do the Kingdoms of Africa tell us about Civilisations?** | To understand in what ways the Monarch influenced what religion people were in Britain, in Tudor times and how this ‘religion’ changed.    To examine the governing and life of African Kingdoms before the Trans- Atlantic Slave Trade | **Concepts:**  Religion  Power and Rights  **Disciplinary Knowledge:**  Cause  Consequence  Significance  Evidence;  Change and continuity   * What was the Reformation? * How did Henry VIII ‘break’ with the Catholic Church? * How did Edward V1th enforce Protestantism? * How did Mary 1st reverse the Reformation? * What was Elizabeth 1st’s ‘Middle Road’?   **Concepts:**  Power and Rights  Changing Societies  Ideologies  Economics  **Disciplinary Knowledge:**  Significance  Evidence  Change and Continuity   * How do Historians know about the Kingdom of Mali? * The rise and fall of the Kingdom of Mali * What doe the life of Mansa Musa tell us about the Kingdom of Mali? * How do Historians know about the Kingdom of Benin? * How and why did the Kingdom of Benin rise and fall? * What was so mighty about Benin City? | Recall of substantive and disciplinary knowledge at the start of each lesson  Recall of substantive and disciplinary knowledge at the start of each lesson | * Explicit vocabulary * Guided reading; Oracy -discussion and debate * Extended writing * Explicit vocabulary * Guided reading; * Oracy -discussion and debate * Extended writing | * Analysis * Evaluation of different viewpoints * Critical thinking * Understanding differences * Team work * Analysis * Evaluation of different viewpoints * Critical thinking * Understanding differences * Team work | MCQs  Formative Assessment – using Evidence  .  MCQ’s  Summative Assessment of substantive and disciplinary knowledge learnt in Term 1 |
| **Spring Term** |  |  |  |  |  |  |
| **HT3** |  |  |  |  |  |  |
| **How did Haiti become a symbol of Slave Resistance in the Trans- Atlantic Slave Trade?** | To evaluate why the Slave Resistance in Haiti was successful once a knowledge of the structure of the Slave Trade has been understood. | **Concepts:**  Power and Rights  The Wider World  Changing Societies  **Disciplinary Knowledge:**  Cause  Consequence  Evidence  Significance   * What was the Trans- Atlantic Slave Trade? * What were the conditions of the Middle Passage like? * What happened to the enslaved people on reaching the Americas? * Who was Toussaint Louverture? * How did he organise a rebellion? * What were the consequences? * Who were the British Abolitionists? * Did Slavery end? | Recall of substantive and disciplinary knowledge at the start of each lesson | * Explicit vocabulary * Guided reading; * Oracy -discussion and debate * Extended writing | * Analysis * Evaluation of different viewpoints * Critical thinking * Understanding differences * Team work | MCQ’s  Formative Assessment – extended writing. |
| **Year 8 Curriculum Overview [2021-2022]**  **Subject History** | | | | | | |
| **Spring**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT4** |  |  |  |  |  |  |
| **Why might the history of the British Empire upset people?** | To understand the different experience of people living in the British Empire. | **Concepts:**  Power and Rights  Changing Societies  The Wider World  Invasion and Conflict  Economics  **Disciplinary Knowledge:**  Cause  Consequence  Significance  Evidence  Change and continuity  Similarities and differences   * What was India like before the British invaded? * The invasion of India * The end of Company Rule * Impact of the end of the empire on Britain and India * Independence for India and the Partition of India * Australia before Britain invaded * Who were the first Fleeters? * The Colonisation of Australia * An Independent Australia | Recall of substantive and disciplinary knowledge at the start of each lesson | * Explicit vocabulary * Guided reading; * Oracy -discussion and debate * Extended writing | * Analysis * Evaluation of different viewpoints * Critical thinking * Understanding differences * Team work | MCQ’s  Summative Assessment of substantive and disciplinary knowledge learnt in Term 2 |
| **Year 8 Curriculum Overview [2021-2022]**  **Subject History** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT5** |  |  |  |  |  |  |
| **What does Thomas Street tell us about the Industrialisation of Manchester?**  **How did the people of Manchester protest in the Industrial Revolution?** | To understand the different interpretations of how Manchester was affected by the Industrial Revolution.  To understand the events of the Peterloo Massacre and the impact it had on Reform | **Concepts:**  Economics and Industries  Changing societies  Power and Rights  **Disciplinary Knowledge:**  Change and Continuity  Cause  Consequence   * What was Industrialisation? * The traditional view and interpretations of Manchester in the Industrial Revolution * An investigation of how the lives of the inhabitants of Thomas Street in Manchester were affected by the Industrial Revolution. * An examination of geographical   and physical evidence of the Industrial Revolution in Manchester   * What were the Reformers seeking reform of? * What were the consequences of the massacre and how did it influence future reform? | Recall of substantive and disciplinary knowledge at the start of each lesson | * Explicit vocabulary * Guided reading; * Oracy -discussion and debate * Extended writing | * Analysis * Evaluation of different viewpoints * Critical thinking * Understanding differences * Team work | MCQ’s  Formative Assessment – evidence and extended writng |
| **HT6** |  |  |  |  |  |  |
| **Why does David Olusoga call WWI the ‘World’s War’?** | To understand how WW1 was caused and why so many nations fought in it. | **Concepts:**  Power and Right  Invasion and Conflicts  Changing Societies  Economics and Industrialisation  **Disciplinary Knowledge:**  Cause  Consequence  Significance  Evidence   * Long and short term causes of WWI * Walter Tull and recruitment * Life in the trenches * Empire troops * In what ways was the Battle of the Somme ‘Lions led by Donkeys’? * Did the Peace Settlement create an effective foundation for peace? | Recall of substantive and disciplinary knowledge at the start of each lesson | * Explicit vocabulary * Guided reading; * Oracy -discussion and debate * Extended writing | * Analysis * Evaluation of different viewpoints * Critical thinking * Understanding differences * Team work | MCQ’s  Summative Assessment of substantive and disciplinary knowledge learnt over the year. |