



Intent for the Year 8 History Curriculum 2021-2022

'All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.'

In the History Department, students follow the National Curriculum (<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study#key-stage-3>) to develop sequential and chronological, knowledge, understanding and recall skills. Curiosity is promoted through enquiry-based learning and moral character is developed through their evaluation of the actions and motivations of various historical figures. Through their study of history, we want students to develop their own moral values and understand how those values and traditions have shaped the country they live in. Throughout Year 8 students develop their skills to analyse and evaluate the past to compare what they learn about with the past, present and future to make connections and develop a holistic understanding of the world they live in. In year 8 students develop an understanding of the importance of democratic processes to represent all members of society to safeguard rights. They begin to look beyond British history, to analyse Britain's role in the wider world, exploring issues such as Empire, slavery and war. They learn to consider the provenance of the information they look at to distinguish fact from opinion, vested interests and understand why information cannot be accepted at face value.

Students develop skills in 4 key areas:

- 1) To demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- 2) To explain and analyse historical events and periods studied using second-order historical concepts (cause, consequence, change, continuity, similarity, difference, significance).
- 3) To analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- 4) To analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Implementation: *At KS3 students have 1 lesson a week of history and each ½ term they have an extra lesson of either History or Geography, this will change each term.*

Curriculum adaptations as a result of the pandemic:

In response to the pandemic, we will continue to revisit and reteach basic skills, concepts and knowledge to ensure that students have a good understanding of timescale and the language we use to talk about time and to explore the different types of evidence used by historians. We are introducing more synthesis work to evaluate the extent of change and continuity after studying each era and we will start the term with some synthesis work from Year 7. While we do not wish to repeat missed learning, we will reintroduce themes from Year 7 as part of their learning and in retrieval activities, so that those students who might be disadvantaged by missing the remote learning, will still become familiar with important concepts and themes. The sequencing of time will be revisited as students create and update timelines throughout the year. More work will be done to ensure understanding of substantive concepts (e.g. parliament, democracy, empires, colonialism and conflict) which without adequate understanding could form a barrier to learning. .



Students will be given an enquiry booklet at the start of each enquiry with key terms, an outline of what they will be studying, along with resources. This will also mean that they have some printed resources to aid revision so that they are not relying solely on classwork and reduces the need for printing at home should students have to isolate. There will also be an increased emphasis on developing extended analytical writing and substantiating ideas and finding out how historians use evidence to construct narratives of the past. As students have had little opportunity for learning beyond the classroom in recent years, we aim to introduce them to a world beyond Bridgwater by using online museum tools and hope to get our students out to visit the M shed to explore the transatlantic slave trade and the SS Great Britain this year.

Term	Enquiry/Topic/Unit:	Key Outcomes:	Character Education:	Assessment:	Vocabulary:	Home-Learning:
1	How had Britain changed by 1603? 3 lessons (NC: the development of Church, state and society in Britain 1509-1745)	Students will recap on some of the big events studied in Year 7 and use to complete a timeline. They will then explore how much change the Tudors brought by examining a range of topics from how united the UK was, to population size, religion, travel, communication, architecture and lifestyles of the rich and poor. They reach conclusions on the aspects of life which changed the most and least. They will complete this task by evaluating who did and did not have power by 1603 considering who would want more power. AO1 and AO2 – change and continuity, similarity and difference.	Students will need to show resilience in retrieving learning from before the summer holidays. They will show compassion for different groups of people.	Formative Assessment Retrieval practise is used every lesson to recap on prior learning which is self-assessed for immediate feedback. A range of self, peer and teacher assessment	monarch parliament Catholic Protestant Tudors religion power	Why is the Union Jack our national Flag? Students will explore the history behind the Union Jack to find out how united the UK was at different points in its history.
	Why did the King lose his head? 5 lessons (NC: the development of Church, state and society in Britain 1509-1745)	Students will learn about the Stuarts and who Charles I was. They will analyse the causes of the Civil War and sort the causes into political, social and economic causes. They will then use their findings to reach a substantiated conclusion on what the most significant cause of the Civil War was. They will then use sources to consider why Charles was executed and whether he deserved it. AO1 – Knowledge and understanding AO2 – Analysis and explanation of cause and consequence AO3 – Students will analyse, interpret and evaluate the utility and reliability of evidence.	Students will analyse the character of Charles I	used. Summative Assessments: 3 summative assessments planned for progression in all 4 AOs:	Monarch Divine Right Royalist Cavalier Roundhead Parliamentarian Power Religion Economic Civil War	Further reading to enrich knowledge on the civil war and create a timeline, followed up with a Google Forms quiz to check understanding.
	How far was the world turned upside down? 3 lessons (NC: the development of Church, state and	Students will analyse a cartoon to consider the purpose of cartoons. They will then investigate and summarise the aims of different groups and consider how shocking their ideas would have been at the time and today. They will examine the New Model Army and the ways in which the	Students will apply their learning creatively.			Satire roundhead cavalier musket pike



	society in Britain 1509-1745)	Civil War was fought to consider how shocking it was at the time and how shocking it would be today. Students will then use their knowledge to explain the context and purpose of the cartoon, before creating their own political cartoon. AO1 – Knowledge and understanding AO2 – Analysis and explanation of change and difference AO3 – Sources <i>Careers: Students are introduced to the idea of satire and journalism.</i>		1) Was Cromwell a “brave bad man”? 2) What impact did the Blue Death have? 3) What lay behind the horrors of the slave trade?	civilian Puritans Levellers Quakers Diggers Republic	the time of a shocking development in the 17 th Century
	How far would you agree with the Interpretation that Oliver Cromwell was a brave bad man”? (NC: the development of Church, state and society in Britain 1509-1745) 5 lessons ***Assessment***	Students explore the role and actions of Oliver Cromwell to consider why he could be called a hero or a villain, using a range of evidence. They explore different historians interpretations of Cromwell, including the view interpretation that he was a “brave, bad man” and consider how far they agree with this interpretation using their contextual knowledge. AO1, AO2, AO3 and AO4.	Students analyse the character of Oliver Cromwell against our character traits.		Interpretation Republic Commonwealth Puritan Protectorate Major General Bear-bating mercy quarter yield	Students will read further and revise using BBC bitesize: https://www.bbc.co.uk/bitesize/guide/z8vdmp3/revision/1 They will revise the subject in order to prepare for their assessment.
	What made restoration London exciting? (NC: the development of Church, state and society in Britain 1509-1745) 1-2 lessons	Students consider the changes brought about in Restoration London, from the return of the king, the new ideas of the enlightenment and developments in architecture. They evaluate the impact of each development to consider why it was an exciting time to be in London and communicate their learning to create a Visit London display. AO1, AO2 (change, consequence and significance). <i>Careers: Students are introduced to the idea of marketing.</i>	Creativity needed to create a Visit London display		Restoration Plague Enlightenment Royal Society Architecture	
2	Why did trouble come to Sedgemoor in 1685? (NC: the development of Church, state and society in Britain 1509-1745 and a local history study) 1 lesson plus home learning	Students explore the causes and consequences, of the Monmouth Rebellion and how that might later shape the views of the people of this area towards slavery. They then engage in home learning exercises to find out more about the Battle of Sedgemoor. AO1 and AO2. AO3 sources and AO4 interpretations used.	Students demonstrate respect and compassion for the rebels and will need to be creative, resilient and responsible in the subsequent homework tasks.		Monmouth Sedgemoor artillery cavalry musket	Students will complete a reading activity to find out what happened in the Battle of Sedgemoor.



	<p>How did the balance of power change? (NC: the development of Church, state and society in Britain 1509) 4 lessons</p>	<p>Students will plot the changing balance of power as they learn about James II, the Glorious Revolution, the Bill of Rights and the French Revolution. They will piece together their learning by adding to their timeline and reflecting on what parts of their learning so far have helped shape the nation they live in today and how. AO1 and AO2 (change). <i>Careers: Students are introduced to some of the different roles in government.</i></p>	<p>Students reflect on their learning to make sense of the world today.</p>		<p>Glorious Revolution Bill of Rights election Gentry patronage Cabinet Prime Minister Republic</p>	<p>Flipped learning to introduce the Industrial Revolution to students.</p>
	<p>How typical was Bridgwater's Industrial Revolution? (NC: ideas, political power, industry and empire: Britain, 1745-1901 and a local history study) 3 lessons</p>	<p>Students are introduced to the concepts of industry and empire and use a timeline to identify some of the main events of the period 1750-1900. Students will then analyse the changes, reasons for changes and consequences of the Industrial Revolution. They then use a range of evidence from Bridgwater to explore similarity and differences. AO1, AO2 <i>Careers: Students look at how job opportunities have are constantly changing as the world evolves.</i></p>	<p>Students are curious in comparing their local history to national changes.</p>		<p>Industry factory/ factories population import export</p>	<p>Meanwhile elsewhere ... students find out about the Irish potato famine.</p>
	<p>What impact did the Blue Death have? (NC: ideas, political power, industry and empire: Britain, 1745-1901) 4 lessons <i>***Assessment***</i></p>	<p>Students learn about the impact of cholera on the people, government and science. They will use their knowledge to complete an assessment based on analysis and interpretation and evaluation of historical sources in their historical context.</p>	<p>Students are curious in making links with prior learning. They consider what action responsible governments would have taken.</p>		<p>disease rural urban miasma cholera epidemic Act Sewage Laissez-faire</p>	<p>Student will complete wider reading to find out about cholera in the world today – link to Global Goals.</p>
	<p>How should we remember the Peterloo Massacre? (NC: ideas, political power, industry and empire: Britain, 1745-1901) 4 lessons</p>	<p>Students will find out about what led to the Peterloo Massacre, what happened and what makes it such an important event in British history. They will plan and design a museum exhibition to demonstrate the importance of this event. AO1, AO2 and AO3. <i>Careers: Students look at the work done by museums to preserve and commemorate the past.</i></p>	<p>Students show respect and compassion by considering how they can commemorate the massacre.</p>		<p>radical revolution reform working class</p>	<p>Students explore the online resources of the People's History Museum to see what artefacts they could use in their museum. https://phm.org.uk/exhibitions/disrupt-peterloo-and-protest/</p>



2	<p>Did everyone benefit from the British Empire? (NC: ideas, political power, industry and empire: Britain, 1745-1901) 5 lessons</p>	<p>Students will investigate how and why the British empire developed and analyse a range of case studies to explore the differing experiences in a range of colonies and territories. They will develop their oracy skills to communicate their findings to their peers and listen to different accounts. Students will then engage in a depth study of India to explore the benefits and drawbacks of British rule in India and assess different interpretations of the impact of British rule. AO1 and AO2 (similarity and difference), AO3 and AO4.</p>	<p>Students show compassion and respect in their study of differing experiences and are taught the importance of an honest evaluation of our history.</p>		<p>empire colony/ colonies missionaries aborigine</p>	<p>Students will extend their knowledge by learning about the Amritsar Rebellion. This will be a reading homework followed up with comprehension questions though Google Forms.</p>
3	<p>What lay behind the horrors of the slave trade? 8 lessons (NC: ideas, political power, industry and empire: Britain, 1745-1901) ***Assessment***</p>	<p>Students use a range of sources and interpretations to investigate causes, events and consequences of the slave trade, again the development of British values and character education lies at the heart of what is taught as students explore the roles of racism and religion in the slave trade. Students also use their developing historical knowledge to evaluate the utility and reliability of sources. They also investigate the abolition movement. AO1 and AO2 (cause and consequence), AO3 and AO4.</p>	<p>Students explore their curiosity to devise their own enquiry questions and show compassion for the experiences of slaves.</p>		<p>trade cargo slave freedom plantation passage abolition</p>	<p>Students investigate the experiences of individual slaves.</p>
	<p>How did Britain change between 1745 and 1901? (NC: ideas, political power, industry and empire: Britain, 1745-1901) 1 lesson</p>	<p>Students examine the extent of change between 1745 and 1901 in key areas such as population, transport, politics, leisure, health and medicine. They will reach a conclusion about whether life had improved or worsened over this time. AO1 and AO2 – change and continuity.</p>	<p>Students reflect on what they have learned and show compassion as they consider if lives had improved.</p>		<p>medicine anaesthetics antiseptics vaccinations leisure transportation industry</p>	<p>“Herstory” homework set for students to find out about the experiences for women up to 1901.</p>
	<p>Why did the world go to war in 1914? (NC: challenges for Britain, Europe and the wider world 1901 to the present day) 5 lessons</p>	<p>An analysis of the short and long-term causes of WWI. Students explore over-arching factors and complex links to develop informed and intellectual character. They complete their work with a circle of blame to consider which causes were most significant.</p>	<p>Students are curious in investigating the causes. They develop intellectual character through analysis of complex links.</p>		<p>militarism alliances imperialism nationalism assassination autocracy</p>	<p>Further independent study on the events leading up to 1914. Students will complete a quiz to check their knowledge and understanding of the causes.</p>
	<p>Should statues of controversial figures be removed?</p>	<p>Students will apply their historical knowledge to engage in contemporary debates on the place of statues of controversial figures in today's society. They will consider the arguments for and against removing statues of Edward</p>	<p>Students show respect for those they have learned</p>		<p>controversial legacy colonialism</p>	<p>Flipped learning – students will learn more about the controversies</p>



(NC: challenges for Britain, Europe and the wider world 1901 to the present day) 2 lessons	Colston, Cecil Rhodes and Winston Churchill. They will then reach an independent and substantiated conclusion based on listening to the debate.	about and respect for others		surrounding their allocated figure in preparation to participate in the debate.
<p>Impact: Students will have investigated the social, economic and political developments of the period 1603-1914. The development of core British values underpin much of what they will have learnt in terms of developing equality and understanding the importance of democracy. They will have developed a greater understanding of Britain's relationship with the rest of the world and the legacy of colonialism. Students will have developed skills in analysing, evaluating and using sources and they will have started to analyse, evaluate and make substantiated judgements about interpretations in their historical context. Students will have developed the required knowledge to embark on their study of 20th Century History in Year 9.</p> <p>Careers: Students develop on understanding of how the transferable skills and knowledge developed in History equip them for future study and careers and will have been introduced to a range of different careers.</p>				