

## KS3 Long Term Curriculum Plan: History, Year 8

**Curriculum Aim:** The Year 8 History curriculum is designed to build on the skills and concepts from the Year 7 curriculum, while also moving students forward in their understanding of the chronology of the UK. The content of the year very much seeks to open up the diversity of the 'story' of Britain, by first encouraging students to look at the Reformation and the diversity of religious views, before then introducing students to units of work on Transatlantic Slavery and then the British Empire. It is through these units that we seek to give students a greater understanding of the impact that Britain has had, historically, around the world, and place the British Empire and the Commonwealth into its historical context.

**Link to prior learning:** The Year 8 curriculum chronologically follows that of Year 7, and is likely to touch on some topics that may have been covered in KS2 (the Tudors) as well as topics covered in their KS3 music course (Slavery). The Year 8 curriculum seeks to add to the chronological narrative of the UK, though instead of simply adding length, we are now seeking to add breadth.

**Rationale of sequencing:** The decision to teach the Year 8 curriculum in the order below is based largely on chronology, though the decision to include Civil Rights with the unit on Transatlantic Slavery is born from a desire for thematic completeness, while the decision to then go back chronologically to pick up the strand of the British Empire is based on our vision of helping students to understand the diversity of the British story, and showing them how the Empire, and its needs, were the motor for the Industrial Revolution, which is taught as the final element of the year.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	Henry VIII and the Break from Rome  Elizabeth I	The year begins with an exploration of the Tudors, picking up from the Battle of Bosworth from Year 7. This is an opportunity to pick up the central concept of <b>causation</b> with students, as well as continuing to explore some of the themes of power and authority from Year 7. <ul style="list-style-type: none"> <li>• Henry VIII</li> <li>• Divorce problems</li> <li>• Tudor religion</li> <li>• The Break from Rome</li> <li>• Edward</li> <li>• Mary</li> <li>• Elizabethan England</li> </ul>	Why did Henry VIII break from Rome? – Essay.
Autumn 2	James I and Charles I	The Year 8 curriculum continues with the exploration of the growing influence of Parliament and continuing conflict over religious belief, culminating in a study of the <b>causes</b> of the death of King Charles. <ul style="list-style-type: none"> <li>• James I personality</li> <li>• Charles I Personal Rule</li> <li>• The growing tensions in England</li> <li>• Execution of the King</li> <li>• Oliver Cromwell</li> </ul>	<b>Assessment Week 1 Interpretations of Elizabeth I.</b>
Spring 1	Africa before the Slave Trade	The Year 8 curriculum continues with an exploration of Transatlantic slavery, and although this is an opportunity to again focus on <b>causation</b> , it is also a time to focus on historical <b>interpretation</b> and <b>evidence</b> . <ul style="list-style-type: none"> <li>• Medieval Africa</li> <li>• Ghana</li> <li>• Songhai</li> <li>• Mali</li> <li>• Timbuktu</li> </ul>	

	Life under slavery	<ul style="list-style-type: none"> <li>• Obas</li> <li>• The Middle Passage</li> <li>• Plantation Life</li> <li>• Navy Life</li> <li>• Resistance</li> </ul>	Why were death rates so high on the Middle Passage? – Essay.
Spring 2	<p>The abolition of slavery in the</p> <p>US and the UK</p> <p>Civil Rights Movements</p>	<p>Our exploration of Slavery ends with a look at the relative <b>importance</b> of the figures who helped to end it, not just Equiano and Wilberforce, but also looking at the contribution of the Maroons, and the Haitian War. We are then able to look at how life <b>changed</b> for African-Caribbean people in the United States.</p> <ul style="list-style-type: none"> <li>• Olaudah Equiano</li> <li>• The Maroons</li> <li>• Wilberforce</li> <li>• Abraham Lincoln</li> <li>• The US Civil War</li> <li>• Segregation</li> <li>• NAACP, CORE, SNCC, SCLC</li> </ul>	<p>Why was slavery abolished? – Essay.</p> <p>How far did life in the US change by 1968?</p>
Summer 1	<p>The British Empire and its impact</p> <p>The Industrial Revolution</p>	<p>The final focus of the Year 8 curriculum is to focus on the British Empire and how the Empire <b>changed</b> life for both the rulers, and the ruled.</p> <ul style="list-style-type: none"> <li>• The Creation of the British Empire, with focus on Ireland, Australia, African colonies, and India</li> <li>• The impact of the Empire on the colonised, with focus on India, Australia, and African colonies</li> <li>• The decline of the British Empire, focusing on the problems and conflicts caused by the British Empire, including the Indian Rebellion, Omdurman, Van Diemen's Land, and foreshadowing the impact of the 20<sup>th</sup> Century</li> </ul>	What was the importance of the British Empire for the people of: a) Australasia, b) India, or c) East Africa? <i>8 mark significance questions</i> for colonised peoples
Summer 2	<p>The Industrial Revolution in Whitechapel</p> <p>Industrial Crime</p>	<p>In looking at the Empire, we have an opportunity to look at the changing nature of life in Britain, and in particular the <b>changing</b> face of London.</p> <ul style="list-style-type: none"> <li>• Location Study</li> <li>• Housing</li> <li>• Social Groups</li> <li>• Living Conditions</li> <li>• Social Crimes</li> <li>• Minor Crimes</li> <li>• Major Crimes</li> </ul>	<b>End of Year 8 Exam.</b>

#### Further Information

Please see the following links for useful support with the Year 8 curriculum:

<https://spartacus-educational.com/>

<https://www.bbc.co.uk/history/british/>