

YEAR 8 History Curriculum Overview

	Autumn			Spring			Summer		
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6	Learning Cycle 7	Learning Cycle 8	Learning Cycle 9
Topic	How did the Renaissance Change Europe?	Why did Henry VIII change the church?	How did queens shape the 16 th century?	Explain how Parliament's power changed between 1600 and 1700	Was the Industrial Revolution the world's greatest makeover?	How far are changes in history the result of human actions and decisions?	What were the consequences of Partition?	What were the legacies of the Transatlantic Slave Trade?	How did protest lead to progress?
Critical Prior Knowledge	<ul style="list-style-type: none"> • Silk Roads • Black Death • Change and Continuity 	<ul style="list-style-type: none"> • Knowledge of the importance of the medieval church • Monarchy • Renaissance 	<ul style="list-style-type: none"> • Medieval male monarchs • Renaissance • Reformation 	<ul style="list-style-type: none"> • Knowledge of the power of medieval kings • Understanding of the Reformation 	<ul style="list-style-type: none"> • Knowledge of medieval/ Renaissance life • Medieval London and Timbuktu 	<ul style="list-style-type: none"> • Black Death • The Americas • Industrialisation 	<ul style="list-style-type: none"> • Understanding of the term "empire" • Migration and British Asians 	<ul style="list-style-type: none"> • British Empire • Industrial Revolution • Black Tudors • Medieval Mali 	<ul style="list-style-type: none"> • Knowledge of the slave trade • Migration • Experiences of Black and Asian Britons.
Overall Intent (Big ideas and key concepts)	<p>Whilst the Renaissance brought many new ideas, old ideas and superstitions remained</p> <p><u>Concepts</u> Change and Continuity Slave Trade Migrant.</p>	<p>The change to the Protestant Church took place for a variety of reasons and had a profound effect on England</p> <p><u>Concepts</u> Causation Monarch Catholic Protestant</p>	<p>Mary I and Elizabeth I were powerful Queens, but they were not unique.</p> <p><u>Concepts</u> Significance Gender Monarch Propaganda</p>	<p>During the 1600s the Civil War had a profound effect on Britain. It resulted in a Constitutional Monarchy.</p> <p><u>Concepts</u> Change Monarch Parliament Heir Catholic Protestant Tax</p>	<p>The Industrial Revolution had a huge impact on Britain. Life for many industrial workers was harsh.</p> <p><u>Concepts</u> Change Revolution Trade</p>	<p>Climate change has played a significant role in the reasons why history has changed. It is not the only reason/</p> <p><u>Concepts</u> Causation Migration Trade</p>	<p>Partition had a profound effect on India and Britain. These are still visible today.</p> <p><u>Concepts</u> Consequences Rebellion Empire Racism Trade Migrant</p>	<p>The Transatlantic Slave trade benefitted Britain and played a significant role in the Industrial Revolution.</p> <p><u>Concepts</u> Consequences Rebellion Slavery</p>	<p>People from marginalised groups have fought a long campaign for equal rights.</p> <p><u>Concepts</u> Similarity and Difference Protest Racism</p>
Essential Knowledge milestones (What students must master)	<ul style="list-style-type: none"> • There was lots of progress in science and technology • People still held religious or 	<ul style="list-style-type: none"> • Henry VIII broke with the Roman Catholic church and set up the Church of England 	<ul style="list-style-type: none"> • There were lots of powerful women in Europe in 16th century • Elizabeth and Mary dealt with 	<ul style="list-style-type: none"> • The English Civil War was between the king and parliament • Parliament won and executed the king. 	<ul style="list-style-type: none"> • During the Industrial Revolution technology developed quickly 	<ul style="list-style-type: none"> • Climate has played a role in History e.g. the Little Ice Age and the Great Smog. 	<ul style="list-style-type: none"> • Mughal India was powerful • The East India Company took control of India. • Britain had a large empire 	<ul style="list-style-type: none"> • Africa was a vibrant continent before Europeans arrived. 	<ul style="list-style-type: none"> • There was a civil rights movement in the UK as well as USA with many similarities

	<p>superstitious beliefs</p> <ul style="list-style-type: none"> • New ideas were slow to spread 	<ul style="list-style-type: none"> • There were many reasons for the changes • Difference between Catholic and Protestant churches 	<p>differing religious views and threats to their thrones.</p> <ul style="list-style-type: none"> • Queen Njinga ruled in Africa. 	<ul style="list-style-type: none"> • Parliament invited the monarchs to return 	<ul style="list-style-type: none"> • Cities grew and public health was poor. • The Industrial Revolution was not bad for everyone. 	<ul style="list-style-type: none"> • Environmental factors like volcanoes also explain changes in History. • Geographical features play a role in shaping history. • Demography and disease are also factors which change history. 	<ul style="list-style-type: none"> • British people treated Indian people with disrespect • The colonies supported Britain in WWI WWII • The consequences of Partition. 	<ul style="list-style-type: none"> • Triangular Trade took Africans to America to work as slaves • Slaves fought for their freedom. • The TAST has had an impact on Britain, Africa and the Caribbean. 	<ul style="list-style-type: none"> • People fought for their rights using peaceful protest • Women fought for civil rights as did LGBTQ people.
Cultural Capital									
Mode of Retrieval	Knowledge	Extended writing	Sources	Extended writing	Knowledge		Extended writing	Sources	Knowledge
ECC Student Characteristics	<ol style="list-style-type: none"> 1. Being healthy and staying safe- By covering topics such as public health and medicine students are reminded of the importance of basic hygiene and the impact of poor public health. 2. Developing resilient learners- Activities are challenging and the use of interleaving and retrieval activities encourages students to keep trying. Students are also given opportunities to develop their extended writing and the “no hands up” activities encourages all students to participate. 3. Developing aspiration and encouraging students to consider careers in History- The History Department has high expectations of all students and sets tasks to stretch and challenge all students. The department use the Careers resources provided to promote the study of History at P16 and FE, as well as providing information on how History can be used in future careers. The inclusion of extension links on the knowledge organisers encourages students to explore the topics beyond the taught curriculum. 4. Showing respect and developing good behaviours- The department has high expectations of behaviour and participation in lessons and staff follow the ECC behaviour policy in lessons with a reward focused approach. We have increased the diversity of our curriculum to allow students the opportunities to develop empathy, understanding and respect of different groups within our community. 5. Developing student confidence and communication skills- The department use mini whiteboards to encourage all students to participate in lessons and develop their confidence. The use of key words on the Knowledge Organisers provides students with the vocabulary necessary to communicate their ideas about History with confidence. 6. Developing mutual respect and tolerance of different cultures- The rewriting of the curriculum to include more diverse topics and to celebrate the positive contributions of women, LGBTQ+, and people of differing heritages, enables students to develop their respect and tolerance of differing cultures. Students are also encouraged to cultivate their own opinions and listen to the opinions of others with respect. 								
Connection to future learning	Link to Y8 – Transatlantic Slave Trade	Link to Y8 - Queens	Link to Y9- roles of women Link to P16- Later Tudors	Link to Y8 Industrialisation Empire	Link to Y8 – Empire, Transatlantic Slave Trade	Link to Y10 GCSE Causation questions	Link to Y8 – Transatlantic Slave trader	Link to Y8 – Civil Rights Protests	Link to Y9- Whitechapel 1960s

(When is this developed / revisited)?	Link to Y11- Tudor power	Link to GCSE- Power of the Church Link to P16- Later Tudors			Link to Y9 – Whitechapel Link to Y10- Medicine	Medicine Through Time	Link to Y9- WWI and WWII	Link to Y9- 1960s Link to Y10 – Mary Seacole	Link to Y11- Opposition
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