

## Curriculum Plans: Year \_ 8 History \_\_\_\_

	<b>Topic</b>	<b>Knowledge: By the end of the unit students will know:</b>	<b>Skills: What skills will students have developed by the end of this unit?</b>	<b>Key terms: What new key terms and vocabulary will be learnt in this unit?</b>	<b>Summative Assessment: How will pupils be assessed in this unit?</b>
Michaelmas 1	How is the story of the Tudors told in the national Portrait gallery?	The End of The Wars of the Roses and the Battle of Bosworth 1485. Henry's Great Matter. The Consequences of the Reformation and the Dissolution of the Monasteries. Black Tudors. Edward Vi. Mary Tudor. Exploration.	The ability to make inferences from historical sources The ability to evaluate a source using Nature, Origin and Purpose. Historical Concept: Evidence	<ul style="list-style-type: none"> <li>• Purgatory</li> <li>• Transubstantiation</li> <li>• Indulgence</li> <li>• Puritan</li> <li>• The Dissolution of the Monasteries.</li> </ul>	Students will prepare for the assessment at home and complete an assessment in class. Students will be expected to use source inference and evaluation skills
Michaelmas 2	In what ways was the world turned upside down in the 17 <sup>th</sup> Century?	Charles's initial clashes with Parliament and his dismissal of Parliament in 1629. The Personal Rule, clash with Scotland, the Short Parliament, Long Parliament and outbreak of war. The progress of the war 1642-48, Pride's Purge, the creation of the Rump,	Historical Concept: Cause and Consequence	<ul style="list-style-type: none"> <li>• Customs Duties</li> <li>• Presbyterian</li> <li>• Covenanters.</li> </ul>	Students will prepare an essay in class and write it up at home. Responses should be structured into paragraphs with a conclusion
Lent 1	How similar were people's experiences of Empire?	A comparison of lives in different parts of Empire for example, Britain, America and Africa.	Historical Concept: Similar and Difference	<ul style="list-style-type: none"> <li>• Empire.</li> <li>• Dominion</li> </ul>	Students will prepare at home and be assessed in class.
Lent 2	How revolutionary was the Industrial Revolution?	Industrialisation re Coal, Iron and textiles. - Living and Working Conditions. <u>The Transport Revolution;</u> - River and Canal Transport - Road Transport - The Development of the Railways. <u>Slavery and Triangular Trade;</u>	Historical Concept: Cause and Consequence	<ul style="list-style-type: none"> <li>• Slavery</li> <li>• The Domestic System</li> <li>• Overseer</li> </ul>	Class based assessment

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		<p>- The triangular slave trade and the abolition of slavery.</p> <p>- Links between the Slave Trade and The Industrial Revolution.</p>			
Trinity 1	To what extent was America a land of Opportunity in the 1920s?	<p>To what extent was there a boom?</p> <p>Who benefitted from the rise in the motor industry?</p> <p>Who benefitted from consumerism?</p> <p>Did all women benefit?</p> <p>Who benefitted from prohibition?</p> <p>Did prohibition lead to more equality?</p> <p>Did all ethnic groups benefit from the boom?</p> <p>Assessment</p>	Historical Concept: Interpretations.	<ul style="list-style-type: none"> <li>• Laissez faire</li> <li>• Stock Market</li> <li>• Golden Age</li> <li>• Flapper</li> <li>• Prohibition</li> <li>• Recession</li> </ul>	Home preparation Class based assessment
Trinity 2	How has Manchester been shaped by the Bee and the Ship?	Students will learn about the lives of an historical individual associated with Manchester	Historical Concept: Significance. Research	<ul style="list-style-type: none"> <li>• Significance</li> <li>• Remarkable</li> <li>• Remembered</li> <li>• Resulting in change.</li> </ul>	Create a poster of an individual associated with Manchester. The poster should comment on their childhood, their life and their impact. Significance should be evaluated using remembered, remarkable and resulting in change. Ideas will be discussed in class and prepared at home