

Year 8	Autumn term 1 Why was Elizabethan England seen as the 'Golden Age'? (1558–1603)	Autumn term 2 How successful were Early Modern Rulers? – 16 <sup>th</sup> Century Empires	Spring term 1 How did experiences of the British empire differ?	Spring term 2 How did the Transatlantic Slave Trade change the world?	Summer term 1 What does 'revolution' mean during the Age of Revolutions?	Summer term 2 Why was Manchester called the 'Workshop of the World'? (Local History Study)
	<b>Students will know that</b>					
	Building on their Year 7 understanding of monarchy and religion, students will know how Elizabeth I's reign brought political stability, cultural flourishing, and global ambition. They will understand how image, propaganda, and religious settlement strengthened Elizabeth's authority. Students will also know how exploration, art, and theatre contributed to England's reputation as a "Golden Age."	Students will know how the Mughal Empire expanded and ruled a vast, diverse population through tolerance, religion, and strong governance. They will understand the roles of key emperors, such as Akbar and Aurangzeb, in shaping empire and culture. Students will also know how internal and external challenges led to change over time.	Students will know how Britain's empire expanded across continents and how experiences of empire differed for colonisers and colonised peoples. They will understand economic motives, trade routes, and cultural interactions. Students will also know how power and resistance shaped empire across regions.	Students will know how the Transatlantic Slave Trade developed within global economic systems. They will understand the experiences of enslaved Africans and how abolition movements challenged injustice. Students will also know how the trade shaped long-term racial, social, and cultural inequalities.	Students will know how the American and French Revolutions redefined ideas of liberty, democracy, and equality. They will understand the causes, outcomes, and global influence of revolutionary movements. Students will also know how Enlightenment ideas inspired change.	Students will know how Manchester transformed during the Industrial Revolution, becoming a symbol of global industrial progress. They will understand how innovation, urbanisation, and reform shaped local and national history. Students will also know how social class, work, and politics evolved in industrial society.
	<b>Students will know how to</b>					
	Students will be able to explain how Elizabeth balanced power, religion, and international threats. They will assess the success of her policies and use evidence to reach supported	Students will be able to compare Mughal rule to European monarchies studied previously. They will analyse how leadership and religion affected unity and evaluate the empire's success. Students will write balanced arguments using	Students will be able to explain and compare perspectives on empire using Interpretations. They will evaluate positive and negative consequences and make links between empire, wealth, and exploitation.	Students will be able to analyse causes and effects of the slave trade. They will evaluate moral, social, and economic impacts and reflect critically on human rights. Students will produce structured	Students will be able to explain causes and consequences of revolutions and compare their outcomes. They will use evidence to judge significance and evaluate the spread of revolutionary ideas.	Students will be able to interpret local sources and analyse change and continuity. They will evaluate how industrialisation affected different communities. Students will write extended explanations

	judgements. Students will also develop structured written arguments linking causes and consequences.	evidence from multiple sources.	Students will structure analytical writing using evidence and interpretation.	written arguments using empathy and analysis.	Students will practise constructing comparative arguments.	linking local and global developments.
	<b>Vocabulary and the concepts they link to</b>					
	Heir, illegitimate, Protestant, Catholic, Puritan, Circumnavigator, Reformation, New World, Excommunicated, Poor Laws	Empire, Society, Jizya, Legacy, Emperor, Opposition, Tolerant, Persecution, Conquer, Dynasty	Colony, Imperialism, Empire, Commonwealth, Civilise, Invasion, Indigenous, 'Scramble for Africa', Conquered, Famine	Colonisation, Triangular Trade, Enslaved Person, Discrimination, Native Indians, Underground Railroad, Abolition, Quaker, Resistance	Constitution, Revolution, Storming of the Bastille, Significance, Age of Revolutions, ' <i>Liberte, Egalite, Fraternity</i> ', Third Easte, Indigenous, Legacy	Democracy, Vote, Suffrage, Protest, Universal Suffrage, Enquiry, Infer, Industrial Revolution, Reform, Massacre
	<b>Assessment</b>					
	Students will produce a piece of extended writing 'Explain why Elizabeth's reign was a 'Golden Age'' (Explaining Significance)	Students will have a dedicated practice lesson where they compare and contrast, the Mughal Leaders with the Tudors and will come to a judgement where each are more successful according to a criteria	Students will produce a piece of extended writing focused on a Historical Interpretation of the British Empire, they will have to identify what the interpretation states about the Empire and then produce an opposing argument and a final judgement	Students will produce a narrative account with a focus of the abolition of Slavery in Britain. They will be assessed on their ability to explain cause and consequence	Students will produce a piece of extended writing 'Explain why the idea of 'revolution' had different meanings in different countries during the Age of Revolutions'	Students will use Historical Sources to explain why Manchester became known as the 'Workshop of the World'. Students will work with Historical Sources and apply their knowledge to the Sources
	<b>Diversity &amp; development of cultural capital</b>					
	Students explore Elizabethan culture through art, theatre, and global trade. Links to Shakespeare and world exploration enrich understanding	Students explore South Asian art, architecture, and religion to appreciate global civilisations. They consider the importance of tolerance and diversity in leadership.	Students explore indigenous perspectives, cultural diversity, and the legacy of empire. They consider modern debates about representation and commemoration.	Students study African societies before slavery and explore abolitionist campaigns. They examine resilience, resistance, and global struggles for equality.	Students explore revolutionary ideals of freedom and justice through art, literature, and politics. They make connections between past struggles and	Students connect local and global histories through Manchester's development. They explore how migration, activism, and innovation shaped modern identity.

	of identity and creativity.				modern movements for equality.	
	<b>Cross-curricular opportunities and enrichment</b>					
	English – Examining the development of the theatre and impact of playwrights like Shakespeare in helping to create the ‘Golden Age’	RE – Celebration of Religious Festivals and Religious tolerance/persecution  Geog – Impact of Empires and how they lead to war/changes in borders	Geog – Development of Trade between countries, Impact of Industrialisation  RE – Ethics around colonisation	RE – Development of Human Rights  IPD – Development of Human Rights  Geog – Development of Trade/Industrialisation  English – Social Campaigners and the importance of speeches	RE – Opposition and Change  English – Protest speeches	Geog – Impact of Industrialization, Working Conditions, Slum Housing, Impact on Public Health  Technology – The Development of the factory system