

## Long-term planning

### History - Year 8

Year 8	Autumn term 1 Elizabeth: the 'Golden Age'?	Autumn term 2 Early Stuarts	Spring term 1 Cromwell and the Restoration	Spring term 2 Exploration and slavery	Summer term 1 Growth of an empire and industrialisation	Summer term 2 Industrialisation and early 1900's
<b>The main themes and concepts students will know include:</b> <b>Religion, power, war, society, international relations, empire, government, social history, society</b>	<b>Students will know that</b>					
	<ul style="list-style-type: none"> <li>There was religious turmoil when Elizabeth I ascended the throne and the reason for it.</li> <li>There are changes in rule between the early and later Tudors with a focus on religion and personality.</li> <li>The religious changes of the early Tudors changed from monarch to monarch.</li> <li>The role of Elizabeth I as monarch created issues because she was female.</li> <li>Elizabeth created a 'middle way' to settle religious the religious upheaval that her predecessors made.</li> <li>There were several causes and</li> </ul>	<ul style="list-style-type: none"> <li>The Union of the Crowns under James I/VI began to shape our modern society.</li> <li>There was still religious strife at the start of the 17<sup>th</sup> century, with an in-depth look at the Gunpowder Plot and be able to evaluate to what extent the plotters were framed.</li> <li>There were several causes and consequences to the English Civil War, both short- and long-term.</li> <li>There were differences between the two opposing sides of the Civil War and be able to distinguish between them.</li> </ul>	<ul style="list-style-type: none"> <li>Britain was once a republic.</li> <li>England's relationship with Ireland was strained during the Interregnum.</li> <li>The power of the Monarchy and Parliament was debated</li> <li>England under Cromwell was untenable and the people wanted the monarchy restored.</li> <li>There are different interpretations of Cromwell and be able to come to their own justification.</li> <li>The monarchy was restored, but society didn't go back to how it once was.</li> </ul>	<ul style="list-style-type: none"> <li>Europeans 'discovered' and explored the Americas at the turn of the 16<sup>th</sup> century.</li> <li>There were successes and failures of European exploration.</li> <li>The English Empire started off small and developed into the British Empire over the course of several centuries.</li> <li>Key individuals played a role in exploration and forming the English Empire; being able to assess the extent of colonisation.</li> <li>Life in Africa was traditional and cultured before European involvement.</li> </ul>	<ul style="list-style-type: none"> <li>The British Empire grew and declined over the course of several centuries.</li> <li>Britain expanded their Empire, including India as a colony.</li> <li>Empire and colonisation are sensitive topics, and should be respected, drawing on SMSC and multiculturalism.</li> </ul>	<ul style="list-style-type: none"> <li>Society moved away from an agrarian life into developing industrial towns and cities.</li> <li>The development of the British Empire directly linked with the development of factories and the industrial towns that rose around them.</li> <li>Work and society developed from an agrarian society to an industrial society.</li> <li>Society developed and expanded from the early Renaissance period to the Industrial.</li> <li>The key developments that have helped society change and grown.</li> </ul>

	<p>consequences of the Anglo-Spanish war, primarily the Spanish Armada.</p> <ul style="list-style-type: none"> <li>• Tudor society was different from that of today, but that there were also similarities and differences with the Middle Ages.</li> <li>• The long-term impact of Tudor society affects Britain today.</li> </ul>	<ul style="list-style-type: none"> <li>• Society became divided due to the Civil War.</li> <li>• Superstition during the 17<sup>th</sup> century was a large part of people's lives, especially when assessing the impact of witchcraft on Stuart society.</li> <li>• Parliament sentenced and executed a King of England and the reasons behind this, as well as understand the effects.</li> </ul>	<ul style="list-style-type: none"> <li>• An epidemic plagued London in 1665, being able to draw comparisons to the Black Death in 1348.</li> <li>• The devastation of the Great Fire of London effected the capital, but that there were positive consequences; being able to evaluate to what extent it was a 'blessing in disguise'.</li> </ul>	<ul style="list-style-type: none"> <li>• People faced horrors on the 'Middle Passage' before being auctioned and set to plantations.</li> <li>• Enslaved people were treated horrendously and will learn about their lives and experiences.</li> <li>• Enslaved people rose up and formed rebellions.</li> <li>• Slavery was abolished first in Britain and then the USA, and what this meant for enslaved, now free, people.</li> <li>• William Wilberforce led a campaign for the abolition of slavery.</li> <li>• Liverpool played a crucial role in the transatlantic slave trade.</li> </ul>		<ul style="list-style-type: none"> <li>• The working, social and health conditions of the people in towns generally grew worse.</li> <li>• Stalybridge played a key role in the local area.</li> </ul>
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Students will know how						
<ul style="list-style-type: none"> <li>To analyse sources – demonstrating an understanding of how and why a historical source portrays information as it does.</li> <li>To analyse and evaluate – to reach an informed judgement about the value of information or sources for a historical topic.</li> <li>To evaluate causes and consequences – judging the causes of change throughout history, namely the people or events which causes change and the consequences of these changes for future events.</li> <li>Interpret the past – the process by which we describe, analyse, evaluate and create explanations for past events by drawing information from primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>To understand knowledge of problems female rulers faced.</li> <li>To understand effects of political decisions.</li> <li>To recognise different interpretations of the same events and question their reliability.</li> <li>To understand key terms like Government and Society</li> <li>To use chronology in order to give a narrative account.</li> </ul>	<ul style="list-style-type: none"> <li>Make historical links and comparison.</li> <li>To recognise the short-term effects of events.</li> <li>To identify strengths and weaknesses.</li> <li>To understand that individuals can cause historical change.</li> <li>To using period specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge historical empathy.</li> <li>To use source analysis and evaluation (content and provenance)</li> <li>To use historical enquiry and investigation, leading to a reasoned and logical judgement</li> <li>To show the ability to support and explain interpretations with accurate and well-selected supporting evidence.</li> <li>To utilise historical scholarship; Empireland by Santhnam Sanghera</li> </ul>	<ul style="list-style-type: none"> <li>Show chronological understanding of local events of historical importance.</li> <li>To link these to wider British history developments.</li> <li>To show historical empathy.</li> <li>To interpret viewpoints from the past.</li> <li>To use source analysis and evaluation.</li> <li>To highlight significance.</li> <li>To show an understanding of change and continuity.</li> <li>Historical comparison</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the importance of local history.</li> <li>Understand the role and importance of Manchester in the Industrial Revolution.</li> <li>Evaluate the importance of the Industrial Revolution as a political, economic, and social turning-point in British history.</li> <li>To show an understanding of working conditions and the resulting factory reforms of the 19th century.</li> <li>Show an understanding of how, why, and when the franchise was extended in the nineteenth century</li> </ul>	

	<ul style="list-style-type: none"> <li>To assess significance – the process of evaluating the importance of people, events and developments in the past; to use this to gauge how significant an event was in relation to others.</li> </ul>					
	<b>Vocabulary and the concepts they link to</b>					
	Execution, treason, armada, recusant, Puritan, citizen, merchant, Sturdy Beggar, Divine Right	Parliamentarian, Royalist, Cavalier, Roundhead	Interregnum, Restoration, ‘blessing in disguise’	Empire, slavery, plantation, Abolish, racist,	independence, sepy, mutiny, Colonisation	Industrial, agrarian, revolution
	<b>Assessment</b>					
	Henry VII deserves the title Henry the Great. <b>How far do you agree?</b>	Does Bloody Mary deserve the title?	Was Oliver Cromwell a great revolutionary ruler or a brutal tyrant?	Abolition of Slavery newspaper report	End of Year Exam	Knowledge test
	<b>Diversity and development of cultural capital</b>					
	European day of Languages	<p>Understanding of effects of political decisions.</p> <p>Ability to recognise different interpretations of the same events and question their reliability.</p> <p>Remembrance Day</p>	<p>An understanding of how the English Civil War divided society with links to contemporary British issues regarding Brexit.</p> <p>The immediate and long-term significance of the English Civil</p>	<p>World Book Day</p> <p>World Poetry Day</p>	International Day Against Homophobia, Transphobia and Biphobia	

		International day for the abolition of slavery	War in British political history.  The emergence of a Republic and the enhanced role of parliament Holocaust Memorial Day  National Storytelling week  Valentine's Day			
	<b>Cross-curricular opportunities and enrichment</b>					
	Link to Year 7: the changing power of the monarch, 1066-1603; how did the power of the monarch change?	Anti-bullying week  Entrepreneurship Week	Safer Internet Day  National Apprenticeship Week  NSPCC Number Day	National Careers Week  British Science Week  Pi Day	Earth Day	Link to Year 9 History: the contribution of British Empire troops in the First World War; the decline of the British Empire in the twentieth century  Trip to the International Slavery Museum