

History Year 8 Curriculum:

The KS3 curriculum intent for the teaching of history aspires to achieve the following: to provide our students with a wide-ranging foundation knowledge of British history and aspects of world history, based on the 2014 National Curriculum content, using overview and depth; through this to develop and apply their skills in historical analysis so that they have enquiring minds; also to instil a striving for academic excellence and, finally, to inspire an interest in, and love of the subject.

There are seven main aspects of **History** that will be covered in Year 8:

1. Develop knowledge and understanding of the History of Britain; local history; how Britain has influenced and been influenced by the wider world; and significant aspects of the history of the wider world
2. Develop an understanding of, and an ability to use, abstract terminology such as 'Puritanism'
3. Analyse events in terms of concepts such as continuity and change; cause and consequence; similarity and difference; significance; perspectives such as economic and political, local, regional, national and international; and short and long term .
4. Analyse contrasting interpretations of the past in term of how and why they have been constructed.
5. Carry out historically valid enquiries by developing analytical skills in interrogating source material to make inferences, analyse reliability, usefulness and value.
6. Analyse the significance of events: making connections between events, drawing contrasts, and analyse trends within periods and over long arcs of time.
7. Developing skills in extended writing by producing relevant, structured and evidentially supported work by increasingly use key words and phrases, criteria and key terms to make an argument.

Autumn Term:

Church, state and society in Britain 1509-1745:

1. How did the Reformation change Britain during the Tudor Age? Tudor society, Martin Luther and the Reformation, Henry VIII & the Break with Rome; Dissolution of the Monasteries ; the Lincolnshire Rising; Edward VI; Mary I; the Elizabethan Religious Settlement; Elizabeth portraits; the Spanish Armada .

Concepts such as: dynasty, primogeniture, succession, social hierarchy, nobility, gentry, yeomen, Renaissance, Reformation, theology, Catholic, Pope, purgatory, priests, celibacy, sacraments, veneration of saints, good works, tithe, holy days, pilgrimage, chantries, the Mass, transubstantiation, monastery, heretic, relics, indulgences, Protestant, priesthood of all believers, justification by faith alone, idolatry, iconoclasm, vernacular, Break with Rome, Royal Supremacy, Parliament, dissolution, martyr, the Middle Way, change & continuity, catalyst, trigger, long term, short term, social, economic, political and cultural.

Spring Term:

Church, state and society in Britain 1509-1745 cont.: 2. Was Britain turned upside down in the C17th?

James I and the Gunpowder Plot; Charles I; the causes and impact of the Civil War; the Battle of Winceby (local History); World Upside Down – the flourishing of new ideas; Trial and Execution of Charles I; Oliver Cromwell.

Concepts such as: dynasty, primogeniture, succession, divine right, absolutism, Parliament, House of Lords, House of Commons, Puritan, Catholic, Papist, monarchy, civil war, Interregnum, Cavalier, Roundhead, Royalists, Parliamentarians, propaganda, regicide, republic, Levellers, Restoration, revolution, Scientific Revolution.

Summer Term:

Church, state and society in Britain 1509-1745: 2. Was Britain turned upside down in the C17th? continued

Charles II and the Restoration; James II and the Glorious Revolution; the uniting of the UK and its impact on Wales, Scotland and Ireland; the Jacobite rebellions; the Scientific Revolution.

Concepts such as: primogeniture, succession, divine right, absolutism, Parliament, Catholic, Papist, Puritan, monarchy, Interregnum, regicide, republic, Levellers, Restoration, revolution, Scientific Revolution, Jacobite

Ideas, political power, industry and empire: Britain, 1745-1901:

1. What were the causes and impact of the industrial Revolution? The causes of the Industrial Revolution; the Domestic System; Arkwright's factory revolution; child workers in the factories; the Agricultural Revolution; opposition to change - the Luddites; History of Ambleside through the ages – **local history study**; changes in transport: roads and canals; Boulton & Watt and steam power.

Concepts such as: Industrial Revolution, Domestic system, apprentice, Agricultural Revolution, Luddite, reform.

Key objectives:

Whilst the factual content for History varies from term to term the following skills are being developed on an ongoing basis throughout the year:

1. **Knowledge and understanding:** with some support, they demonstrate an increasingly detailed and analytical historical knowledge & understanding of more complex changes that took place over longer periods in the past. They demonstrate this in their increasingly detailed reference to events, dates, technical terms. With some support they produce extended assignments comprising several paragraphs of organised, detailed and linked explanation on increasingly complex topics.
2. **Understand and deploy an increasing range of abstract concepts,** including more complex religious and political terms.
3. **Analytical writing:** they begin to show some independence in producing a series of related paragraphs explaining periods of History in a variety of ways such as significance, causes & consequences, continuity & change, similarity & difference; and perspectives such as economic and political, local, regional, national and international, and short and long term.
4. **Interpretations:** they begin to show some independence in analysing and contrasting more complex interpretations of the past, explaining how and why they have been constructed.
5. **Analysis of source evidence:** they begin to show some independence in making a range of inferences or cross-references from a wider range of source types that are linked to an enquiry. They are also beginning to show independence in producing increasingly developed, balanced and valid analysis of the reliability and usefulness of a range of source types for an enquiry. With support, their judgements will increasingly link the content with the provenance of the sources to make a judgement.
6. **Analyse the significance of events:** they begin to show some independence in analysing the significance of a range of inter-connected events. They assess the role of events in increasingly complex changes and weigh their respective importance, drawing contrasts between events, and analyse trends within periods and over long arcs of time.
7. **Developing skills in extended writing:** they begin to show some independence in producing predominantly relevant, structured, balanced and evidentially supported work. They will show an increasing confidence in using key terms & concepts with accuracy, in using criteria to make judgements, and in making links and comparisons between factors to develop an argument. They begin to show some independence in producing more developed, balanced and analytical conclusions in order to make valid judgements.

Key Performance Standards

1. **Knowledge and understanding:** with some support, they demonstrate an increasingly detailed and analytical historical knowledge & understanding of more complex changes that took place over longer periods in the past. They demonstrate this in their increasingly detailed reference to events, dates, technical terms. With some support they produce extended assignments comprising several paragraphs of organised, detailed and linked explanation on increasingly complex topics.
2. **Understand and deploy an increasing range of abstract concepts,** including more complex religious and political terms.
3. **Analytical writing:** they begin to show some independence in producing a series of related paragraphs explaining periods of History in a variety of ways such as significance, causes & consequences, continuity & change, similarity & difference; and perspectives such as economic and political, local, regional, national and international, and short and long term.
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