

# Year 8 History Sequence



	Content Taught	National Curriculum	Essential Knowledge	Assessment	Rationale
<b>YEAR 8</b>					
<b>HT1</b>	<ul style="list-style-type: none"> <li>“Was the Elizabethan period a Golden Age”</li> </ul>	<p><b><u>National Curriculum</u></b></p> <p><i>These units cover the non-statutory Church, State and Society sections 1509-1745. of the National Curriculum. the Elizabethan religious settlement and conflict with Catholics.</i></p>	<p><b>Substantive Concepts:</b></p> <p><i>Absolute Monarchy</i></p> <p><i>Statesmanship</i></p> <p><i>Exploration</i></p> <p><i>Empire</i></p> <p><b>Skill</b></p> <p>Essay Writing</p> <p><b>Essential Reading – Consolidation</b></p> <p>“Elizabeth Queen of Hearts” - Great Tales from English History – Robert Lacey</p> <p>Or “By Time surprised” Great Tales from English History – Robert Lacey</p> <p>Or John Blanke – Miranda Kaufmann.</p>	<p><b>SA - Essay – Was Elizabeth a successful Queen of England?</b></p> <p><b>FA -</b> includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	<p>In the Year 8 scheme of learning essential knowledge is followed by lessons requiring students to BIAT.</p> <p><i>The topics of Elizabeth give students a chronological understanding of the development of democracy in Britain.</i></p> <p><i>Elizabeth links with topics studies at GCSE and Crime and Punishment.</i></p> <p><i>The study of Elizabeth is an opportunity to study the role of women in Tudor society. Opportunity to compare to Matilda in Year 7.</i></p> <p><i>Furthermore, the golden age unit also examine diverse experiences in Elizabethan England including individuals such as John Blanke. It also is an opportunity to explore, political,</i></p>

					<p><i>religious, economic (through exploration and trade) and social and cultural history.</i></p> <p><i>Furthermore, the exploration lesson links to future learning on the slave trade.</i></p>
HT2	<ul style="list-style-type: none"> <li>• What was life like in England between 1500-1700 – Social History.</li> <li>• The Gunpowder Plot – was Guy Fawkes and his Catholic plotters Framed?</li> </ul>	<p><b><u>National Curriculum</u></b></p> <p><i>These units cover the non-statutory Church, State and Society sections 1509-1745. of the National Curriculum.</i></p> <ul style="list-style-type: none"> <li>- <i>Conflict with Catholics</i></li> </ul>	<p><b>Substantive Concepts</b></p> <p><i>Terrorism</i></p> <p><i>Conspiracy</i></p> <p><i>Revisionism</i></p> <p><i>Jesuits</i></p> <p><i>Poverty</i></p> <p><i>Vagabonds</i></p> <p><i>Witchcraft</i></p> <p><b>Skill</b></p> <p>Essay</p> <p>Writing/Interpretation</p> <p>Essays</p> <p><b>Essential Reading – Depth</b></p> <p>“5/11 England’s First Terrorist” - Great Tales from English History – Robert Lacey</p> <p><i>Or</i></p> <p><b>Breadth</b></p> <p><i>“Fishwife” – Worst Jobs in History – Tony Robinson.</i></p>	<p><b>SA - Essay</b> – How far do you agree with Antonio Fraser’s interpretation of the Gunpowder Plot?</p> <p><b>SA- Knowledge Organiser Test</b> – Gunpowder Plot.</p> <p><b>SA - Knowledge Organiser Test</b> – Society 1500-1700.</p> <p><b>FA</b> - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	<p><i>The Gunpowder Plot builds upon prior learning about Martin Luther, division caused by Protestantism, and the Religious Settlement. allows students to examine conspiracy theories’ and differing historical interpretations about the Gunpowder Plot. It also links to future learning looking at terrorism for the US Foreign Policy Unit.</i></p> <p><i>Gunpowder Plot also links to future studies in the Crime and Punishment studies at GCSE.</i></p>

<p><b>HT3</b></p>	<ul style="list-style-type: none"> <li>Should Oliver Cromwell be “cancelled?”</li> </ul>	<p><b><u>National Curriculum</u></b>  <i>These units cover the non-statutory Church, State and Society sections 1509-1745. of the National Curriculum.</i></p> <ul style="list-style-type: none"> <li><i>the causes and events of the civil wars throughout Britain</i></li> <li><i>the Interregnum (including Cromwell in Ireland)</i></li> <li><i>the Restoration, ‘Glorious Revolution’ and power of Parliament</i></li> </ul>	<p><b><i>Substantive Concepts</i></b>  <i>Tyranny</i>  <i>Massacre</i>  <i>Parliament</i>  <i>Divine Right of Kings</i>  <i>Puritanism</i>  <i>Equality</i>  <i>Levellers</i>  <i>Diggers</i></p> <p><b>Skill</b>  <i>Essay Writing</i></p> <p><b>Essential Reading – Depth</b>  “Take away this bauble” - Great Tales from English History – Robert Lacey</p> <p>Or  <b>Depth</b>  Liverpool and the Civil War – Historic UK</p>	<p><b>SA - Essay</b> – Should Oliver Cromwell be “cancelled?”</p> <p><b>SA - Knowledge Organiser Test</b> – Cromwell.</p> <p><b>FA</b> - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p><i>The topics of Oliver Cromwell, prior learning about Martin Luther, division caused by Protestantism, and the Religious Settlement. It gives students a chronological understanding of the development of democracy in Britain. Through study of Diggers and Levellers it links to future learning on the Chartists. Study of Cromwell’s behaviour in Drogheda, Ireland and Jamaica, links to future learning about British Empire.</i></p> <p><i>This is also an oracy opportunity. Students will engage in a debate and trial over the contentious issue of whether Oliver Cromwell should be cancelled.</i></p> <p><i>Oliver Cromwell and English Civil War, link with topics studies at GCSE, namely Moral Laws in the Crime and Punishment unit.</i></p>
<p><b>HT4</b></p>	<ul style="list-style-type: none"> <li>Was Britain, Great? Britain and the Empire.</li> </ul>	<p><b><u>National Curriculum.</u></b>  Ideas, political power, industry and empire: Britain, 1745-1901</p> <p><b><u>Examples (non-statutory)</u></b></p> <ul style="list-style-type: none"> <li>Britain’s transatlantic slave trade: its effects and its eventual abolition</li> </ul>	<p><b><i>Substantive Concepts</i></b>  <i>Empire</i>  <i>Cash Crops</i>  <i>Racism</i>  <i>Slavery</i>  <i>Colonialism</i>  <i>Imperialism</i></p>	<p><b>SA - Source Analysis</b> on Source Utility and British Empire.</p> <p><b>SA - Knowledge Organiser Test</b> - British Empire</p>	<p><i>Students learn about the British Empire, involvement in the Slave Trade and its legacy of Empire for a variety of reasons</i></p> <ul style="list-style-type: none"> <li><i>Firstly, because our students, a members of a multicultural society, needs to be able to evaluate and make a</i></li> </ul>

		<ul style="list-style-type: none"> <li>The development of the British Empire</li> </ul>	<p><i>Slave Rebellion</i> <i>Abolitionism</i> <i>Industrial Revolution</i></p> <p><b>Skill</b> Source Utility</p> <p><b>Essential Reading: Depth</b> Excerpt from the Interesting Narrative of the Life of Olaudah Equiano</p> <p>Or Black and British – David Olusaga (kids edition)</p>	<p><b>FA</b> - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	<p><i>judgement about the benefits as well as the legacy of the British Empire.</i></p> <ul style="list-style-type: none"> <li><i>Secondly, Liverpool has strong links with the transatlantic slave trade and allows our students to explore our local history.</i></li> <li><i>It is also an opportunity to look at the diverse history of Britain and the contribution of Olaudah Equiano to the abolition of the Slave Trade. We are careful to not just present a sense of victimhood but also highlight cases of resistance, such as Nanny of the Maroons and Touissant Louverture.</i></li> </ul>
HT5	<ul style="list-style-type: none"> <li>Dying for the vote – who were the Chartists and why were they important?</li> </ul>	<p><b><u>National Curriculum.</u></b> Ideas, political power, industry and empire: Britain, 1745-1901</p> <p><b><u>Examples (non-statutory)</u></b></p> <ul style="list-style-type: none"> <li>Britain as the first industrial nation – the impact on society</li> <li>Party politics, extension of the franchise and social reform</li> </ul>	<p><b>Substantive Concepts</b> <i>Suffrage</i> <i>Industrial Revolution</i> <i>Working Classes</i> <i>Absolute/Relative Poverty</i></p> <p><b>Skill – Change and Continuity – PPE</b></p> <p><b>Essential Reading – Depth</b></p>	<p><b>SA - Cumulative PPE including questions on Chartists.</b></p> <p><b>FA</b> - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	<ul style="list-style-type: none"> <li><i>The topics of the Chartists give students a chronological understanding of the development of democracy in Britain. It builds upon prior knowledge of Levellers and Diggers and increasing power of Parliament from Interregnum onwards.</i></li> <li><i>It links to future learning and context of Crime and Punishment 1700-1900 including Tolpuddle Martyrs and Chartists.</i></li> </ul>

			<i>The Lung Power of Orator Hunt – Great Tales from British History – Robert Lacey.</i>		
<b>HT6</b>	<ul style="list-style-type: none"> <li>Suffragettes: “Female Terrorists?”</li> </ul>	<p><b><u>National Curriculum</u></b> Challenges for Britain, Europe and the wider world 1901 to the present day:</p> <p>Examples (non-statutory)</p> <ul style="list-style-type: none"> <li>women’s suffrage</li> </ul>	<p><b><i>Substantive Concepts</i></b> <i>Suffrage</i> <i>Terrorism</i> <i>Feminism</i> <i>Patriarchy</i></p> <p><b><i>Essential Reading – Depth –</i></b> <i>Hilda Burkitt – the Story of a Suffragette.</i></p> <p><i>Or</i> <i>“Mary Wolstencroft and the Rights of Women</i> <i>Great Tales from British History - Robert Lacey</i></p>	<p><b>SA - Knowledge Organiser –</b> Suffragettes</p> <p><b>FA -</b> includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	<p><i>The topics of Suffragettes give students a chronological understanding of the development of democracy in Britain, building upon prior learning on Medieval women, Elizabeth unit. The study of the Suffragettes builds on previous learning of the work we have done about the development of democracy since 1066. This has clear links with the work completed in Year 8 regarding the role of Chartists.</i></p> <p>It also allows students in the class to examining ideas of equality, particularly gender equality, which is pertinent today and links to future learning on multicultural Britain and Toxteth Uprising.</p>