

Curriculum Overview – Year 8 History

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
Changes in medicine c.1000- c.1850	<p>Terminology:</p> <ul style="list-style-type: none"> • Four Humours • Renaissance • Significance • Germ Theory <p>An overview study of medicine from the medieval period to the 19th Century.</p> <p>Medieval period:</p> <ul style="list-style-type: none"> • Beliefs about what caused illness • How people managed/treated illness • surgery • public health (Black Death) <p>Renaissance and 19th Century</p> <ul style="list-style-type: none"> • Beliefs about what caused illness • How people managed/treated illness • surgery • public health (Cholera) 	<p>Students will develop their extended writing skills, including forming an argument and making a judgement.</p> <p>Students will begin to explain extent of change and significance of change.</p> <p>Students will develop their understanding of how to use historical sources and interpretations of the past.</p> <p>Students will develop oracy skills through sharing their views with their peers and teacher.</p>	<p>End of topic summative assessment: <i>'Medicine and surgery were significantly changed during the scientific revolution'</i> Do you agree? Explain your answer</p> <p>Formative mid-topic assessment</p>	Homework menu with a range of activities to extend learning. Largely creative or research based.	<p>Discerning and Joyful – an understanding of the changes in medicine and how they have benefitted mankind. Hope for the future.</p> <p>Grateful and Generous – an understanding of how the actions of people in the past contributed to our present.</p> <p>Community and Participation Science RE English Research</p>	KS4 – Britain Health and the People
Autumn Term 2						
Industrial Revolution c.1700-1900	<p>Terminology:</p> <ul style="list-style-type: none"> • Industrialisation • Revolution • Consequence • Factory system • Domestic system • Living conditions <p>Transport revolution and consequences for trade and economy in Britain. Including development of canals, road and rail.</p> <p>Move from domestic system of working to factory system, with focus on why this</p>	<p>Students will develop their extended writing skills, including forming an argument and making a judgement.</p> <p>Students will begin to identify the causes of industrialisation and the consequences for working people.</p> <p>Students will compare systems and consider similarities and differences.</p>	<p>End of topic summative assessment: <i>Which of the following had greater consequences during the industrial revolution</i> •Economic changes •Social changes Explain your answer with reference to both bullet points</p>	Homework menu with a range of activities to extend learning. Largely creative or research based.	<p>Loving and compassionate – developing empathy for those who lived in the past</p> <p>Faith filled and hopeful – for conditions to continue to improve</p> <p>Dignity of God's people Dignity in Work Geography English Research Journalism</p>	<p>Supports British Empire and trans-Atlantic slave trade topics</p> <p>Year 9 – democracy in the UK</p>

	<p>happened, similarity and differences, and consequences of this for workers</p> <p>Case study of child workers in the mills, and impact on their lives long and short term.</p> <p>Case study of life in towns, focus on London and living conditions in east end. Consequences of poor living conditions – crime, social issues etc.</p>	<p>Students will develop their understanding of how to use historical sources and interpretations of the past.</p> <p>Students will develop oracy skills through sharing their views with their peers and teacher.</p>	Formative mid-topic assessment		Law	
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Spring Term 1

<p>The British Empire c.1600-1947</p>	<p>Terminology:</p> <ul style="list-style-type: none"> • Empire • Trade • East India Company • Colonisation • Mughal Empire • Independence • Partition <p>Reasons why Britain wanted to develop an empire and benefits brought to Britain as a result.</p> <p>India before the British – the Mughal Empire. Source based research into the Mughals</p> <p>Initial British involvement in India – the EIC and colonisation through trade</p> <p>First War of Indian Independence and consequences for India</p> <p>Life under British rule for different groups in Indian society</p> <p>Indian Independence movement – who was involved and how did this happen, including WWII and partition.</p>	<p>Students will develop their extended writing skills, including forming an argument and making a judgement.</p> <p>Students will continue to develop their ability to explain extent of change and significance of change.</p> <p>Students will continue to develop their ability to identify causes of events and consequences of events with a focus on the British in India.</p> <p>Students will develop their understanding of how to use historical sources and interpretations of the past.</p> <p>Students will develop oracy skills through sharing their views with their peers and teacher.</p>	<p>End of topic summative assessment: <i>The actions of Gandhi were the most important reason for Indian Independence in 1947</i></p> <p><i>How far do you agree with this statement?</i></p> <p>Formative mid-topic assessment</p>	<p>Homework menu with a range of activities to extend learning. Largely creative or research based</p>	<p>Loving and compassionate – developing empathy for those who lived in the past</p> <p>United in Harmony – through developing understanding and respect of different cultures</p> <p>Leading for justice – understanding of empire and its legacy</p> <p>Dignity of God’s people Solidarity Geography English RE Art Journalism Law Archivist Politics</p>	<p>Supports industrial revolution topic</p> <p>KS5: British Empire and abolition of the slave trade (NEA)</p>
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Spring Term 2

<p>The British Empire c.1500-1950</p>	<p>Terminology:</p> <ul style="list-style-type: none"> • Empire • Trade • Kingdoms 	<p>Students will develop their extended writing skills, including forming an argument and making a judgement.</p>	<p>End of topic summative assessment: Research project on</p>	<p>Homework menu with a range of activities to extend learning.</p>	<p>Loving and compassionate – developing empathy for those who lived in the past</p>	<p>Supports industrial revolution topic</p>
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	<ul style="list-style-type: none"> • Colonisation • Slavery • Ashanti <p>West African kingdoms before colonisation. Case studies including Ashanti, Mali, Dahomey, Oyo, Benin and Kongo.</p> <p>The Scramble for Africa in the early 1900s, reasons for and consequences of this period in History.</p> <p>The Ashanti Empire – source based enquiry into life in the Ashanti Empire</p> <p>British involvement and the development of the Gold Coast colony, and consequences for Ashanti people.</p> <p>Ghanaian independence, and independence for other African nations colonised by European powers. The ‘end’ of empire and Empire Windrush.</p>	<p>Students will continue to develop their ability to explain extent of change and significance of change.</p> <p>Students will continue to develop their ability to identify causes of events and consequences of events with a focus on the British in Ghana.</p> <p>Students will develop their understanding of how to use historical sources and interpretations of the past.</p> <p>Students will develop oracy skills through sharing their views with their peers and teacher.</p>	<p>a country that was a part of the British empire.</p> <p>Formative mid-topic assessment</p>	<p>Largely creative or research based</p>	<p>United in Harmony – through developing understanding and respect of different cultures</p> <p>Leading for justice – understanding of empire and its legacy</p> <p>Dignity of God’s people Solidarity Geography English Art Journalism Law Archivist Politics</p>	<p>and trans-Atlantic slave trade</p> <p>KS5: British Empire and abolition of the slave trade (NEA)</p>
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Summer Term 1

<p>The transatlantic slave trade c.1600-1807</p>	<p>Terminology</p> <ul style="list-style-type: none"> • Slavery • Transatlantic • Manufactured • Middle Passage • Abolition <p>Students to study why slavery developed in the Caribbean and southern USA, and what benefits slavery brought to Britain.</p> <p>Study of the consequences of slavery in west Africa and for the individuals themselves, through primary sources of the middle passage and conditions and life on plantations.</p> <p>Study of abolition and consideration of different factors that led to abolition, including rebellions in Jamaica and Haiti</p>	<p>Students will develop their extended writing skills, including forming an argument and making a judgement.</p> <p>Students will continue to develop their ability to identify causes of events and consequences of events with a focus on the slave trade, the impact on Britain, the impact on West Africa and the impact on the enslaved people.</p> <p>Students will develop their understanding of historical significance of events that happened in the past.</p> <p>Students will develop their understanding of how to use</p>	<p>End of topic summative assessment: <i>How useful are the sources to a historian studying the transatlantic slave trade?</i></p> <p>Formative mid-topic assessment</p>	<p>Homework menu with a range of activities to extend learning. Largely creative or research based</p>	<p>Loving and compassionate – developing empathy for those who lived in the past</p> <p>Leading for justice – understanding of the slave trade and its legacy</p> <p>Dignity of God’s people Care for creation Geography English Journalism Law Archivist Politics</p>	<p>Supports industrial revolution topic and British Empire</p> <p>KS5: British Empire and abolition of the slave trade (NEA)</p>
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	and the role of activists such as Wilberforce and Equiano.	historical sources and interpretations of the past. Students will develop oracy skills through sharing their views with their peers and teacher.				
Summer Term 2						
Civil War and Reconstruction in the USA 1860-1920 Black Britons from 1807	<p>Terminology</p> <ul style="list-style-type: none"> • Reconstruction • Segregation • Boycott • Civil Rights • Equality <p>Students will study how slavery came to an end in the USA and the how the south attempted to rebuild a fairer society, and why that failed.</p> <p>Students will consider the position of Black British people from 1807 (abolition) and how they lived their lives, including in Victorian London and post 1947, e.g. Bristol bus boycott.</p>	<p>Students will continue to develop their ability to identify changes and consider similarities and differences pre and post Civil War USA.</p> <p>Students will develop their understanding of how to use historical sources and interpretations of the past.</p> <p>Students will develop oracy skills through sharing their views with their peers and teacher.</p>	<p>End of topic summative assessment:</p> <p>Formative mid-topic assessment</p>	<p>Homework menu with a range of activities to extend learning. Largely creative or research based</p>	<p>Loving and compassionate – developing empathy for those who lived in the past</p> <p>Leading for justice – understanding of the slave trade and its legacy</p> <p>Dignity of God's people Geography English Journalism Law Archivist Politics</p>	<p>KS4 - USA 1920-1973 Opportunity and Inequality</p>