

Year 8 Curriculum Overview 2025-2026

Subject History

<u>Enquiry Questions</u> Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1 and HT2						
How could a change in a Tudor Monarch lead to a death sentence?	To understand how religion was such a strong factor in Tudor society that believing the 'wrong' religion could lead to a death sentence.	<p>Concepts: Government Protest</p> <p>Disciplinary knowledge: Cause Consequence Significance Evidence; Change and continuity</p> <ul style="list-style-type: none"> • What was the Reformation? • How did Henry VIII 'break' with the Catholic Church? • Dissolution of the Monasteries • How did Edward V1th enforce Protestantism? • How did Mary 1st reverse the Reformation? • What was Elizabeth 1st's 'Middle Way'? • Why did Elizabeth execute her cousin? 	Recall of substantive and disciplinary knowledge at the start of each lesson	<ul style="list-style-type: none"> • Explicit vocabulary • Guided reading; Oracy - discussion and debate • Extended Writing 	<ul style="list-style-type: none"> • Analysis • Evaluation of different viewpoints • Critical thinking • Understanding differences • Team work 	<p>MCQ's (x2)</p> <p>Formative Assessment - extended writing (causation)</p>

<p>Why did Englishmen fight Englishmen?</p>	<p>To understand what a Civil War is and why England had one in the 1600's.</p>	<p>Concepts: Religion Rebellion/Protest Revolution Changing Societies Government.</p> <p>Disciplinary Knowledge: Causation and Consequence Change Significance</p> <ul style="list-style-type: none"> • What is a Civil War • Causes of the Civil War • Roundheads and Cavaliers • Parliament's victory • Charles 1st's Execution • Oliver Cromwell – when England was a Republic. 	<p>Recall of substantive and disciplinary knowledge at the start of each lesson</p>	<ul style="list-style-type: none"> • Explicit vocabulary • Guided reading; Oracy - discussion and debate • Extended writing 	<ul style="list-style-type: none"> • Analysis • Evaluation of different viewpoints • Critical thinking • Understanding differences • Team work 	<p>MCQ's (x2)</p>
<p>What does the African Kingdom of Mali tell us about Civilisations?</p>	<p>To examine the government and civilisation of African Kingdoms before the Trans-Atlantic Slave Trade</p>	<p>Concepts: Government Religion Empire Diversity</p> <p>Disciplinary Knowledge: Significance Evidence Change and Continuity</p> <ul style="list-style-type: none"> • How do Historians know about the Kingdom of Mali? 	<p>Recall of substantive knowledge and disciplinary knowledge at the start of each lesson</p>	<ul style="list-style-type: none"> • Explicit vocabulary teaching • Guided Reading • Oracy/Debate • Extended writing 	<ul style="list-style-type: none"> • Analysis • Evaluation of different viewpoints 	<p>MCQ's (x2)</p> <p>Summative Assessment of substantive and disciplinary knowledge learnt in Term 1</p>

- The rise and fall of the Kingdom of Mali
- What does the life of Mansa Musa tell us about the Kingdom of Mali?

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Catholicity across the History Curriculum:	<ul style="list-style-type: none"> When looking at the Reformation and English Civil war, students are encouraged to engage in debates regarding the causes for both events. This helps them connect historical events to their own lives and inspire them to advocate for justice and peace in their communities today. There is a direct connection between the topics of African Kingdoms and the Transatlantic Slave Trade and the principle of the dignity of every human being. This involves discussing the rich cultures and societies of the African kingdoms before the impact of the slave trade, highlighting the importance of recognising the humanity and contributions of those affected by slavery. Additionally, students can engage in discussions about the moral implications of the slave trade, reflecting on how CST calls for respect for human rights and justice for all individuals.
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Spring Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT3						
To what extent did enslaved people free themselves?	To evaluate what the Trans Atlantic Slave trade was and who was responsible for it's ultimate abolition .	Concepts: Equality Diversity Government Rebellion/Protest Changing Societies Disciplinary Knowledge: Cause Consequence	Recall of substantive and disciplinary knowledge at the start of each lesson	<ul style="list-style-type: none"> Explicit vocabulary Guided reading; Oracy - discussion and debate Extended writing 	<ul style="list-style-type: none"> Analysis Evaluation of different viewpoints Critical thinking Understanding differences Team work 	

		<p>Evidence Significance</p> <ul style="list-style-type: none"> • What was the Trans-Atlantic Slave Trade? • Life on a Plantation • Resistance on a Plantation • Harriet Tubman Abolitionists 				
<p>HT4</p> <p>How did people's experiences of the British Empire vary?</p>	<p>To understand the different experience of people living in the British Empire.</p>	<p>Empire Changing Societies Invasion and Conflict Equality</p> <p>Disciplinary Knowledge: Cause Consequence Significance Evidence Change and continuity Similarities and differences</p> <ul style="list-style-type: none"> • What was the British Empire? • How did the Empire enrich Britain? • How did the British take control of India? • The Sikhs in the Punjab • The Sepoy Rebellion • India Independence 1 • India Independence 2 • Australia • The Tasmanian Massacre 				<p>MCQ's</p> <p>Formative Assessment – extended writing.</p>

Catholicity across the History Curriculum:	<ul style="list-style-type: none"> In teaching about the varied experiences of people under the British Empire, CST will be integrated by encouraging students to explore and understand the experiences of different groups, including indigenous populations and colonisers. This approach fosters empathy and critical thinking, aligning with the CST principle of solidarity, which emphasizes the importance of standing with marginalized voices and recognising the impact of colonialism and human dignity and social justice. Whilst learning about the Industrial Revolution the students will examine the harsh working conditions faced by children and the poor. This will lead to discussions on the CST principles of the dignity of work and the rights of workers. 					

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Summer Term				Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites		Formal Retrieval [if any]	Opportunities for developing literacy skills		
HT5 Did the Industrial Revolution really change England?	To understand the nature of how Britain changed as a result of the Revolution	<p>Concepts: Rebellion/Protest Changing Societies Equality</p> <p>Disciplinary Knowledge: Cause Consequence Significance Evidence Change and continuity Similarities and differences</p> <ul style="list-style-type: none"> Britain before the Industrial Revolution How did Factories make towns? Children in factories Manchester in the Revolution Cholera and John Snow 				MCQ's (x2) Summative Assessment of Substantive and Disciplinary knowledge from Term 1 and Term 2

		<ul style="list-style-type: none"> • The Lancashire Mill Workers Strike • The Peterloo Massacre 				
HT6						
Why does David Olusoga call WWI the 'World's War'?	To understand how WW1 was caused and why so many nations fought in it.	<p>Concepts: Diversity Invasion and Conflicts Changing Societies</p> <p>Disciplinary Knowledge: Cause Consequence Significance Evidence</p> <ul style="list-style-type: none"> • Long and short term causes of WWI • Walter Tull and recruitment • Life in the trenches • Empire troops • In what ways was the Battle of the Somme 'Lions led by Donkeys'? • Did the Peace Settlement create an effective foundation for peace? 	Recall of substantive and disciplinary knowledge at the start of each lesson	<ul style="list-style-type: none"> • Explicit vocabulary • Guided reading; • Oracy - discussion and debate • Extended writing 	<ul style="list-style-type: none"> • Analysis • Evaluation of different viewpoints • Critical thinking • Understanding differences • Team work 	<p>MCQ's (x2)</p> <p>Summative Assessment of substantive and disciplinary knowledge learnt over the year.</p>

Catholicity across the History Curriculum:	<ul style="list-style-type: none">• Students are prompted to critically reflect on the relationship between reason and faith. This includes discussing how Enlightenment thinkers challenged traditional beliefs and how the Church responded, fostering an understanding of the importance of dialogue between faith and reason.					