

Year 8 Curriculum Overview 2026-2027]

Subject History

Enquiry Questions Autumn Term	Knowledge & Understanding			Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]	Opportunities for developing literacy skills		
HT1 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.	Concepts: Reformation Protestant Catholic Monarch Supreme Head of the Church Monastery Diversity Disciplinary knowledge: Source work Causes Interpretations Change and continuity Consequence • What was the Reformation? • How did Henry VIII 'break' with the Catholic Church? • Dissolution of the Monasteries • Who were the Black Tudors and what does	For all units: • Knowledge recall sheets at the start of lessons revisit key dates, people, events and subject-specific vocabulary to strengthen long-term memory. • Regular source retrieval activities assess students' recall of prior learning by analysing the content and provenance of historical sources, while linking directly to the lesson's	For all units: Speak confidently: • Structured class discussions • Turn and talk • Debates • Questioning to justify historical arguments • Regular 'When I say, you say' retrieval activities reinforce key vocabulary and improve confidence in using subject-specific language Think Critically: • Evaluate historical interpretations • Compare historians'	For all units: • Critical thinking – Analyse historical events, weigh evidence and reach reasoned, evidence-based judgements. • Communication – Present and justify ideas clearly through discussion, debate and extended historical writing. • Problem solving – Investigate historical enquiries by interpreting	MCQ Formative Assessment: 'Henry VIII left the Catholic Church for political reasons.' How far do you agree?

HT2: What does the African Kingdom of Mali tell us about Civilisations?	To examine the government and civilisation of African Kingdoms before the Trans- Atlantic Slave Trade	their story reveal about Tudor England? • How did Edward V1th enforce Protestantism? • How did Mary 1st reverse the Reformation? • What was Elizabeth 1st's 'Middle Way'? Concepts: Civilisations Empire Trade Economy Disciplinary Knowledge: Significance Evidence Interpretation • How do Historians know about the Kingdom of Mali? • The rise and fall of the Kingdom of Mali • What does the life of Mansa Musa tell us about the Kingdom of Mali?	enquiry question. • Key historical concepts are revisited across multiple units to promote long-term retention. For example, empire is explored and retrieved in the British Empire, Transatlantic Slave Trade, Industrial Revolution and First World War enquiries. • Retrieval activities deliberately interleave previous topics and enquiry questions, enabling students to make connections between different periods of history and strengthen their	viewpoints and use evidence to make and justify informed judgements Articulate through writing: • Extended historical writing using disciplinary knowledge • Students explicitly taught how to structure historical arguments and support claims with precise evidence Read with purpose: • Guided reading of historical scholarship, contemporary sources and historical interpretations to develop comprehension, inference and critical reading skills • Explicit teaching of how to annotate	evidence, considering multiple perspectives and drawing informed conclusions. • Research and analytical skills – Evaluate primary and secondary sources, historical scholarship and interpretations to identify reliability, bias and significance. • Collaboration – Work effectively with others through paired discussion, group enquiry and debate, listening to and challenging different viewpoints respectfully.	MCQ Summative Assessment of substantive and disciplinary knowledge learnt in Term 1
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		•	understanding over time. • Low-stakes retrieval is embedded throughout lessons to identify misconceptions, reinforce disciplinary knowledge and support knowledge transfer into long-term memory.	historical scholarship, enabling students to identify key arguments, evidence and historians' interpretations.	• Resilience and independence – Develop perseverance when tackling challenging historical concepts, complex texts and extended writing tasks. • Organisation and self-management – Retrieve and apply prior learning, manage historical enquiries and prepare effectively for assessments. • Decision making – Make substantiated judgements by selecting and using the most relevant historical evidence. • Empathy and cultural	
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					awareness – Understand the experiences and perspectives of diverse individuals and communities across different historical contexts, fostering respect for different cultures, beliefs and identities. • Ethical reasoning – Explore themes such as power, inequality, justice, conflict and human rights, encouraging thoughtful reflection on moral and societal issues that remain relevant today.	
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Catholicity across the History Curriculum:	- When looking at the Reformation, students are encouraged to engage in debates regarding the causes for the reformation. 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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Year 8 Curriculum Overview [2024-2025]						
Subject History						
Spring Term	Knowledge & Understanding			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 its ultimate abolition.	Concepts: Equality Diversity Enslavement Plantation Resistance Rebellion Abolition Disciplinary Knowledge: Interpretation Source work Significance Cause and consequence - What was the Trans-Atlantic Slave Trade? - Life on a Plantation				MCQ Formative Assessment- Which interpretation is most convincing about the abolition of slavery?

HT4: How did people's experiences of the British Empire vary?	To understand the different experience of people living in the British Empire.	- Resistance on a Plantation - Harriet Tubman Abolitionists Concepts: Empire Colonisation Imperialism Aboriginals Indigenous Exploitation Disciplinary Knowledge: Cause Consequence Evidence Similarities and differences - What was the British Empire? - How did the Empire enrich Britain? - How did the British take control of India? - How did the British take control of Australia?				MCQ Summative Assessment of substantive and disciplinary knowledge learnt in Term 2
Catholicity across the	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					

History Curriculum:	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.					
Year 8 Curriculum Overview [2024-2025) Subject History						
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	Concepts: Industrialisation Urbanisation Public Health Exploitation Sanitation Reform Disciplinary Knowledge: Cause Consequence Evidence Interpretation - Britain before the Industrial Revolution - How did Factories make towns? - Children in factories - Manchester in the Revolution - Cholera and John Snow - The Peterloo Massacre				MCQ Formative Assessment: How useful is this source to an historian studying children in the Industrial Revolution?

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.	Concepts: Alliance Militarism Imperialism Nationalism Recruitment Propaganda Empire Disciplinary Knowledge: Cause Consequence Significance Evidence • 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’?				MCQ Summative Assessment of substantive and disciplinary knowledge learnt over the year.
Catholicity across the	• 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.					

**History
Curriculum:**