

History

Year 8 Curriculum

ASPIRE – ENDEAVOUR - SUCCEED

Purpose and aims

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Threshold concepts

Chronological understanding, Substantive knowledge, Cause and Consequence, Change and Continuity, Significance, Evidential Enquiry, Interpretation. In addition to these key principles students will also need to have a grasp of the following concepts:

- *The changing face of the Christian Church during the Reformation across Europe.*
- *Causes of conflict between Crown and wider society on issues such as religion and taxation*
- *How new inventions created an exponential growth in the spread of new ideas and understanding during the Renaissance.*
- *How Global exploration influenced English Culture.*

Sequence of learning

The **Year 7** Curriculum has a strong focus on the Medieval life of the Anglo Saxons and Normans, moving into the life of Early Britons. This focus on Medieval life is key because it lays the foundation for '*chronologically secure knowledge and understanding of British, local and world history*' (National Curriculum - History) It will enable students to draw connections and make contrasts between significant events during the Y7 Curriculum, but also how those events lay the foundations for future events in their further studies in Y8/Y9 and beyond.

In **Year 8** students encounter the transition from Medieval History to the age of new experiences and encounters of the Renaissance. Contrasting religious views of the Early and late Tudors, reaching a justification for the Elizabethan Religious Settlement whilst also examining how new inventions, such as the Printing Press and Gunpowder caused a change in the spread of new ideas, a period of enlightenment in Europe which ultimately sees Britain emerge as a dominant force globally.

The decision to deliver this material chronologically, rather than thematically, was carefully considered and ultimately the need for students to '*understand both the long arc of development and the complexity of specific*

aspects of the content' (National Curriculum – History) best lent itself for Chronological study and understanding.

Subject knowledge

Henry VIII

- K1.1. Early life of Henry VIII
- K1.2. Henry's First marriage to Catherine of Aragon
- K1.3. Henry's Early successes, interests and ambitions
- K1.4. Cardinal Wolsey impact and reputation
- K1.5. Field of the Cloth of Gold
- K1.6. The perceived corruption of the Catholic Church in 1500's
- K1.7. Martin Luther and the Protestant reformation
 - 1.7.1. How did the Protestant Reformation challenge medieval Catholicism?
- K1.8. Features and differences between the Protestant and Catholic Churches
- K1.9. Impact of the Printing Press on the spread of Reformation.
- K1.10. Henry's 'Great Matter' (the importance of a monarch having an heir, and examples from medieval history of the negative consequences of not having an heir for stability of the realm.)
 - K1.10.1 Henry's dissatisfaction with his marriage to Catherine of Aragon
 - K1.10.2 Religious implications of the 'Break with Rome'
 - K1.10.3 Pope's prevention of Henry's divorce and Henry's claim of unlawful marriage to Catherine of Aragon.
 - K1.10.4 Features and impact of the Act and Oath of Supremacy
- K1.11. Dissolution of the Monasteries
 - K1.11.1. Role of the monasteries
 - K1.11.2. Robert Aske and the Pilgrimage of Grace
 - K1.11.3. Impact of Dissolution of Monasteries on Schools
- K1.12. End of Henry's reign
 - K1.12.1. Execution of Anne Boleyn
 - K1.12.2. Henry's further marriages
 - K1.12.3. Execution of Thomas Cromwell
- K1.13. Death of Henry and Edward VI's different religious views.

Renaissance – Age of Encounters

- K.2.1. What was the Renaissance? Chronology of key events.
- K2.2. The rebirth of Classical Civilisations
- K2.3. Fall of Constantinople
- K2.4. Role of wealthy Italian City states in cultural understanding
- K2.5. Leonardo Da Vinci's role and accomplishments
- K2.6. The spread of ideas and understanding following the renaissance
- K2.7. Impact of Gunpowder, Print and Astronomy on knowledge, warfare and humanism.
- K2.8. Growth of Universities
- K2.9. Trade and Global exploration
 - K2.9.1. Christopher Columbus and the discovery of America 1492
 - K2.9.2. first encounters with Caribbean tribes
 - K2.9.3. Treaty of Tordesillas
 - K2.9.4. How is the error Columbus made reflected in the words we use today.
 - K2.9.5. The unintended genocide of Native peoples by European diseases.
- K2.10. Spain's role as a Superpower
- K2.11. Hernan Cortes and the Conquistadors
- K2.12. Incas and Aztecs

Later Tudors

- K3.1. Mary I's Counter reformation
- K3.2. Reintroduction of the heresy laws by Mary – Burning at the Stake
 - K3.2.1. Contrasting religious views of the Later Tudors
 - K3.2.2. Wyatt Rebellion and Marriage to Phillip II of Spain
 - K3.2.3. Protestant propaganda – Foxe's book of Martyrs
 - K3.2.4. Mary's reputation as 'Bloody'.
- K3.3. Elizabeth – Peace and stability

- K3.4. issues for Elizabeth – Religion/marriage/Mary Q of S
- K3.4.1. Elizabethan Religious Settlement (Middle Way)
- K3.4.2. Characteristics of Elizabethan Church
- K3.4.3. Elizabeth's relationships with Catholics – Papal Bull, Babington Plot, Mary QoS.
- K3.5. Evaluation of whether or not Mary should have been executed.
- K3.6. Elizabethan 'Golden Age'
- K3.6.1. Elizabethan Theatre – Globe/Shakespeare
- K3.6.2. Royal progresses
- K3.6.3. Global exploration – Drake and Raleigh
- K3.6.4 Great Elizabethans
- K3.7. The Spanish Armada – Chronology, tactics and luck
- K3.7.1. Elizabeth's tilbury Speech – analysis of language used.
- K3.8. Rich and poor in Elizabethan England
- K3.8.1 weakness of the nobility during the Tudor period.
- K3.8.2. Leisure activities of the Gentry and Nobility, including fashions.
- K3.9. The issue of poverty and vagrancy in Elizabethan England
- K3.9.1. Elizabethan Poor Laws
- K3.10. Comparison of medieval society with Tudor Society

English Civil War

- K4.1. Gunpowder Plot 1605
- K4.1.1. James I and accession
- K4.1.2. James I religious policy
- K4.1.3. Consequences of Gunpowder Plot on religious toleration
- K4.2. Was Charles I tyrannical?
- K4.2.1. The Divine Right of Kings
- K4.2.2. Eleven Years Tyranny
- K4.2.3 Taxation – Ship Money
- K4.3. Increase in Puritanical power.
- K4.4. Bishops war and the recall of Parliament
- K4.4.1. The Five members
- K4.5. The Short and Long term Causes of the Civil War
- K4.6. Features of the Royalists and Parliamentarians
- K4.6.1. Battle of Naseby
- K4.6.2. The New Model Army
- K4.7. Charles I – Trial and Execution
- K4.8. The Newcastle Propositions – The Divine Right
- K4.8.1. Why was Charles I guilty of Treason?
- K4.9. Public reaction to Regicide.
- K4.10. Relations between Parliament and Scotland and Ireland
- K4.10.1. Cromwell as 'Lord Protector'.

The Commonwealth and Restoration

- K5.1. Oliver Cromwell as Lord Protector
- K5.1.2. Oliver Cromwell in Ireland
- K5.1.3. Oliver Cromwell and Parliament
- K5.1.4. Oliver Cromwell and the imposition of Puritan beliefs on society.
- K5.1.5. Public opinion of Oliver Cromwell using Historical Sources
- K5.2. The restoration of the Monarchy in 1660
- K5.2.2 How had the most legitimate claim to the throne in 1658?
- K5.3. Charles II relationship with Parliament
- K5.3.2. Charles II character and lifestyle
- K5.3.3. Charles II's secret diplomacy – Treaty of Dover
- K5.3.4. Issues faced in England after the reign of Charles II
- K5.4. Restoration England – the impact of Rational thought and the spread of disease.
- K5.5. The Great Fire of London – Causes

K5.5.2. The Great Fire of London – Impacts
K5.5.3. Samuel Pepys
K5.6. James II as an absolute ruler
K5.6.2. William and Mary’s ‘Glorious Revolution’
K5.6.3. The Bill of rights
K5.6.4. What happened to James II?
K5.7. How was the power of the Monarchy limited after 1689?

Curriculum links to careers

Politician

Students discuss the roles and responsibilities of Politicians and MP’s both because of their historical values, but in also in relation to more modern politics. Students will use Unifrog to research the role of an MP in Parliament and take part in an online tour of the Houses of Parliament: <https://learning.parliament.uk/en/session-workshop/primary-secondary-school-online-workshop/>

This will enable students to examine the importance of democracy and the separation of powers between the Monarchy and Parliament which began in 1215 with the signing of the Magna Carta. During the Later Tudors topic (K3.3. Elizabeth – Peace and stability & English Civil War K4.7. Charles I –Trial and Execution) Students will answer an extended answer which supports their learning of this topic ‘Elizabeth handled the affairs of Parliament better than Charles I’ How far do you agree with this statement?

Student will look specifically at conflict between the Monarchy and Parliament, to the roles of Habeus Corpus and common law, to the execution of Charles the I and the Interregnum. Looking at the importance of Privy Councils and the Houses of Parliament (Lords and Commons).

Procedural knowledge

- S1 How to apply keywords (from the knowledge organiser) accurately in verbal and written work
- S2 How to recall historical events with chronological accuracy
- S3 How to recount historical accounts.
- S4 How to interpret historical artefacts and text.
- S5 How to compare different interpretations of historical events (eg opposing interpretations)
- S6 How to apply historical evidence as evidence to support an argument
- S7 How to apply an understanding of provenance when critiquing an artefact/source/interpretation.
- S8 How to identify similarities and differences of groups (eg denominations)
- S9 How to identify similarities and differences of groups (eg eras)
- S10 How to evaluate historical artefacts/sources/interpretations for their usefulness.