

History department – Year 8 scheme of work

National curriculum: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum_-_History.pdf				
Term	Title	Unit content	Key vocabulary	Resource links:
Autumn 1 and 2	British Empire	<p>Key knowledge taught:</p> <p>Indian mutiny</p> <ul style="list-style-type: none"> To gain an understanding of the Year 8 curriculum. To explain some of the reasons why Britain wanted to build an Empire. To gain an understanding of the causes, course, consequences and perceptions of the 'Indian mutiny'. <p>Slavery</p> <ul style="list-style-type: none"> To gain an understanding of the slavery big picture To explain how the story of Edward Coulston might help us understand the TAST. To compare West African societies before and during slavery. To explain the impact of Columbus' arrival for the indigenous people of America. To explain why the term 'Negro' was used to refer black Africans. 	Kant/ Locke Aristotle/ Plato Gandhi Harriet Tubman Toussaint Louverture Pope Empire Colonies East India Company Governor General Suttee Thugee Mutiny Transportation Opium	Term 1

		<ul style="list-style-type: none"> • To judge how much Britain was responsible for Transatlantic Slave Trade. • To explain what life would have been like for slaves. • To explain how enslaved Africans developed a sense of identity. • To explain the role of rebellions and resistance in the abolition of slavery. • To explain why and how the Transatlantic Slave Trade was abolished. <p>End of the British Empire and the Commonwealth</p> <ul style="list-style-type: none"> • To evaluate the different interpretations on the British Empire. • To evaluate and judge the different reasons for why Britain gave up its Empire. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Cause and consequence • Short term, long term and trigger causes • Significance • Categorising factors • Chronology • Analysing and evaluating historical events and figures • Sources – analysis, inferences, comparing • Extended Writing – PEE paragraphs • Extended writing – Source Question 	<p>Black Lives Matter Benin Songhai Empire Bronze Chattel slavery New World Native American Royal African Society Negro Racial theory TAST Middle Passage Philosophy Globalisation Slave trader Slave codes Manumission Plantation Auction Scramble Branding Abolition Act Commonwealth Independence</p>	
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Spring 1 and 2	French Revolution	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • To identify key events during the French Revolution. • To describe how society was organised in France prior to the Revolution. • To explain the main long-term and short-term causes of the French Revolution. • To describe the Reign of Terror and evaluate the reputation of its main players. • To describe and or explain Napoleon's rise to power. • To compare Napoleon's regime to the Ancient Regime. • To describe the life and career of Nelson. • To explain how Nelson won the Battle of Trafalgar. • To evaluate Napoleon's Russian campaign. • To describe the events before and during the Battle of Waterloo and evaluate the key players. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Cause and consequence • Significance • Categorising factors • Chronology • Critical thinking • Analysing and evaluating historical events and figures • Sources – analysis, inferences, comparing. • Extended Writing – PEE paragraphs • Extended writing – Source Question 	<p>Louis XVI Marie Antoinette Necker Robespierre Danton Marat Admiral Collingwood Tsar Marshall Blucher (Prussian) Duke of Wellington General Ney Revolution Republic Absolute monarchy Estates general Nobles Clergy Bourgeoisie Third Estate American War of Independence Bastille Reform Tennis Court Oath National Assembly Constitution</p>	Term 2
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Summer 1 and 2	Revolution and Victorian crime	Key knowledge taught: The industrial Revolution <ul style="list-style-type: none"> To describe the key features of the Industrial Revolution. To evaluate the impact of the Industrial Revolution on Britian. To judge what working conditions would have been like in factories. Protests <ul style="list-style-type: none"> To evaluate the significance of the Chartist movement. To compare the Suffragists to the Suffragettes. To describe and explain the different methods women used to get the vote. To explain how women’s role in WWI helped gain women the vote. To explain the significance of Emily Davidson’s actions at the Epsom Derby and decide whether she was a martyr. Victorian justice <ul style="list-style-type: none"> To evaluate the Victorian Justice system. 	William Blake Ann Nichols Annie Chapman Elizabeth Stride Catherine Eddowes Mary Jane Kelly Prince Albert Victor Joseph Barnett Aaron Kosminski Steam power Tenements Scavengers Corporal punishment Royal Commissioner	Term 3

		<ul style="list-style-type: none"> • To match Victorian crimes to punishments. • To outline and describe key events in the development of the British Police force. • To evaluate profiles of potential Jack the Ripper suspects. • To identify the different groups which suffered with the sinking of the Titanic. • To make a judgement on who was to blame for the sinking of the Titanic. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Cause and consequence • Significance • Categorising factors • Chronology • Critical thinking • Writing a newspaper article • Analysing and evaluating historical events and figures • Sources – analysis, inferences, comparing. • Extended Writing – PEE paragraphs • Extended writing – Source Question 	<p>Compensation Factory fever Rotten boroughs Secret ballot Charter/ Petition Strike (Great) Reform (Act) Election Democracy (Universal) Suffrage Militant Martyr WSPU NUWSS Hunger strike Munitions Activism Workhouse Solitary confinement Prison hulks Labour gang Watchmen Parish constables Bow Street Runners Peelers Social class</p>	
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