

Curriculum Map: Year 8 History

| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
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| Topic | What is History? Evidence from Medieval Britain | Why was religion important to people in Medieval Times? | How did the Black Death change Britain (site study) & the Reformation | Was Elizabethan England a 'Golden Age'? | Why did the English Civil War break out in 1642? | How does the Glorious Revolution link to the Enlightenment? |
| Intent | To evaluate and recap knowledge and skills from Key Stage 2 NC. To establish basic understanding of discipline of history and to introduce source skills. To develop confidence in using evidence to test hypothesis. | To evaluate the impact of religion on Medieval life-causation and consequence on daily life and society | To assess the political and economic consequences of the Black Death a world event in the context of national history | To assess cultural developments in context and make judgements around impact on local, national and international views of England and female rulers. | To assess the religious, political and social causes of the Civil War and evaluate the impact on English society. To evaluate the historiography of the English Civil War | To assess the impact of cultural and political change on early-Modern society |
| Key Knowledge | Archaeology and types of evidence. Roman invasion and rule; Anglo Saxon invasion and rule | What did religious people believe? How did religion affect daily life? What was life like in a monastery? How does religion link to medicine? How much influence did the church have on people's lives? What were causes and consequences of the Crusades? | What impact did the Black death have on peoples live in the long term and short term. How did the Black death impact Peasants? What is the difference between a Protestant and Catholic? What was the role of Martin Luther? How did Henry VIII bring the Reformation to England? What happened in the | What problems did Elizabeth face at the start of her reign? What was the influence of exploration on Tudor society? How did exploration affect Africa? Who was Walter Raleigh and what happened to the settlement of Roanoke? Why was Francis Drake a vital part of the Golden Age? | Why was Charles I an unpopular King? How did Charles I and Parliament fall out? What were the Consequences of their disagreement? Historiography of the English Civil War. What were the consequences of the civil war on the monarchy? | What was the Glorious Revolution? What were the ideas of the Enlightenment? How do both events link to the French and American Revolutions? How had political power changed? How had ideologies changed? |

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| | | | Dissolution of the Monasteries? How far was the Tudor period a religious rollercoaster? | | | |
| Key Skills | Evaluating change and continuity across time; investigating the significance of events; developing source skills. | Source analysis skills Cause and consequence Historical Significance Historical scholarship Historical site study | Source analysis skills Cause and consequence Historical Significance Historical scholarship | Source analysis skills Change & continuity Historical Significance Historical scholarship | Source analysis skills Cause and consequence Historical Significance Historical scholarship Change and continuity | Source analysis skills Cause and consequence Historical Significance Historical scholarship Change and continuity |
| Misconceptions | Artefacts and features are the same Luttrell Psalter was just a bible book | Church was only used for prayer Not everyone believed in God Monasteries were only used for prayer | Black Death is the same as the Great Plague. It only impacted London Henry VIII started Protestantism King does not have to listen to a pope England was a unified nation (north and south divide) | British were the first people to travel to America Slavery only happened in America | Civil war is between two countries It was a war between North and South Oliver Cromwell became king after Charles death Oliver Cromwell was a hero | Enlightenment was anti religion It was one big event |
| Key Vocabulary | Primary and secondary source, material culture, artefact, archaeology | Monastery, Pardon, Pilgrimage, Catholic, Pope, Crusade, Purgatory, | Catholic, Protestant, Pope, Annulment, Divorce, Transubstantiation, Dissolution of the Monasteries, Reform, Puritan. Radical | Exploration, Privateer, Gentry, Enclosure, Culture, Poverty, 'Golden Age', Patronage, Status, Architecture | Catholic, Ship tax, grand remonstrance, Divine right, Triennial Bill, | Lord Protector, Restoration, Revolution, Power Vacuum, Declaration, Toleration, Bill of Rights |
| Key Reading | <i>A Time Travellers Guide to Medieval England</i> by Ian Mortimer <i>A Time Travellers Guide to Elizabethan England</i> by Ian Mortimer <i>A Time Travellers Guide to Regency England</i> by Ian Mortimer | | | | | |

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| Start point | <i>They will have a basic understanding of primary and secondary sources. Students will be aware of how the origin of a source can affect its usefulness.</i> | Their ability to use and decipher sources will have developed allowing them to begin to access the higher skills linked to source work and the confidence they need to access these higher skills in stages. | <i>Students will have a basic understanding of medical practice at the time through studying medieval religion.</i> | To have a more secure knowledge of the importance of the church and the relevance to everyday life. The links between the church and the monarchy. | <i>Students will have skills on causes and consequence from studying the Black Death and have an understanding the divide between Monarch and parliament. Students will also understand religious divide.</i> | <i>Students will have skills of change and continuity through studying English civil war. Students will now understand the importance of religion in society.</i> |
| End Point | Students will have better understanding of provenance and how it can impact sources. Students will show confidence in understanding and analysing different types of historical evidence and interpretations | Students will understand that the Church was vital in people's lives in medieval times. They will understand how the church impacted every aspect of life including medicine and health. Students will understand the importance of the church in the long term and short term | Students will understand the events of the Black Death and how it caused the peasant's revolt. Students will understand how roles in society changed after the Black Death. Students will better understand religious divide and why Henry broke from Rome and the long-standing impact this had on Britain. | Students will be able to assess the Elizabethan Era and understand why it was called the Golden Age. Students will also understand the complexity of calling it the Golden Age. | Students will be able to compare different reasons that caused the Civil War and use them in cohesion to explain why the war broke out in 1642. Students will also understand the consequences of the Civil War breaking out for the monarchy at the time. | Students will understand what the Glorious Revolution was and whether it should be called 'Glorious'. Students will also be able to compare how power had changed in comparison to the revolutions in France and America. |
| Form of Assessment | Baseline assessment in lesson 1. What is History assessment at end of scheme. | Written piece: How did religion change the lives of people in Medieval England? Knowledge test 1 | What was the impact of the reformation on England? Knowledge test 2 | Written piece: Elizabethan England was a 'golden age'. How far would you agree? Knowledge test 3 | Written piece: Which of the following was a more important cause of the English civil war: Money-Religion-Power? Knowledge test 4 | Written piece: How was Britain changing between the Glorious Revolution and the Enlightenment? Knowledge test 5 |

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| Enrichment opportunities | <ul style="list-style-type: none">• Opportunities to add to cultural capital of the school by contributing to Black History Month displays and activities Trip: Kirkstall Abbey or Hardwick Hall |
| Leadership opportunities | <ul style="list-style-type: none">• Students will be given the opportunity to present to their peers, get involved in debates and develop their analytical skills.• Opportunities for students to volunteer to take a leading role in organising <i>LGBTQ+ History Month</i> and <i>Black History Month</i> activities in collaboration with school diversity lead and other departments |



AMBITION



RESILIENCE



COURTESY



KINDNESS