

History | Year 8 Subject Overview

Year	HT1	HT2	HT3	HT4	HT5	HT6
Year 8 Key knowledge	How was England ‘turned upside down’ during the seventeenth century? Disciplinary knowledge: Narrative Theme: How did people gain power in the past? What did people believe in the past? Substantive concepts: Monarchy, parliament, Civil War, authority, republic, public health.	Did the industrial revolution improve the lives of ordinary people? Disciplinary knowledge: Evaluating interpretations. Theme: What were the lives of ordinary people like in the past? Substantive concepts: Industrialisation, rights, exploitation, trade, working class, public health.	How did the Transatlantic Slave Trade begin and why did it come to an end? Disciplinary knowledge: Causation Theme: What were the lives of ordinary people like in the past? What did people believe in the past? Substantive concepts: Racism, revolution, rights, exploitation, protest, rebellion, trade, parliament.	What was significant in the development of democracy in Britain c.1800 – 1918? Disciplinary knowledge: Significance Theme: How did people gain power in the past? Substantive concepts: Democracy, parliament, protest, parliament, militancy, trade unions, working class, feminism, poverty.	What did British colonialism look like between c.1750 and c.1900? Disciplinary knowledge: Explaining the difference between historians’ interpretations. Theme: How did people gain power in the past? What did people believe in the past? Substantive concepts: Colonialism, empire, trade, protest, rebellion, racism, exploitation.	How did two bullets lead to the death of 20 million people? Disciplinary knowledge: Evaluating interpretations. Theme: What were the lives of people in the past like? What did people believe in the past? Substantive concepts: Nationalism, imperialism, empire, propaganda.
Building and revisiting	· Year 7 enquiry Two – constructing a narrative. · Year 7 enquiry Three was about William gaining authority of England. This unit begins with how Charles I lost authority. · Year 7 enquiry five included the Peasants revolt which was an unsuccessful rebellion against the monarch. This unit looks at a rebellion which overthrew the monarch and introduced a republic.	· Differences in peoples’ lives between Medieval and Industrial periods – moving away from the countryside and the decline of the domestic system. Similarities between the periods particularly exploitation and outbreaks of disease. · Enquiry One year 7 – revisiting cholera outbreaks in cities and deepening students’ understanding of why this became an issue in the context of the industrial revolution. · Year 7 enquiry five– changes/continuities in everyday life – Medieval farming, exploitation (villeins and work service), outbreaks of disease (black death).	· Year 7 enquiry Three – explaining causation. · Year 8 Unit Two - goods produced in the factories of the industrial revolution were exchanged for enslaved people and resources produced through enslavement supported British industrialisation. · Year 7 enquiry two - slavery had existed in other contexts including the use of thralls in Anglo-Saxon England. · Year 8 enquiry two – the concept of revolution as expressed in the ‘industrial revolution’ and the ‘Haitian revolution’.	· Year 7 enquiry Four – explaining significance. · Year 8 enquiry one investigated the growing power of parliament. This unit looks at how ordinary people gained more influence over electing members of parliament. · Year 8 enquiry two investigated how the industrial revolution led to the growth of towns and cities. This unit looks at the impact of this in terms of people demanding representation for these new towns/cities.	· Year 7 enquiry four – the concept of empire through the Islamic Caliphate. · Industrial Revolution – students should already understand that the British Empire played a pivotal role in the Industrial Revolution through providing both raw materials and a market for British goods. · The Indian rebellion and the suppression of rebellion including year 7 enquiry three (Harrying of the North), year 7 enquiry five (Peasants’ Revolt) and year 8 enquiry one (Civil War).	· Year 8 enquiry two – evaluating interpretations. · Year 8 enquiry five – the role of colonialism and imperialism as a cause of tension in Europe. · Year 8 enquiry two – the role of technology and industrial production in making WWI such a destructive conflict. · Year 8 enquiry five – the role of empire soldiers in WWI.

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Assessment	Feedback piece – English Civil War narrative KAST 1 – Narrative question	Feedback piece – “The lives of ordinary people in Britain improved during the period of the industrial revolution” How far do you agree? KAST 1 – Interpretations questions – How far do you agree?	Feedback piece – Causation of the abolition of the slave trade KAST 2 – Causation question	Feedback piece – Significance of the campaign to achieve votes for women KAST 2 – Significance question	Feedback piece – Explaining the difference between historians’ interpretations.	
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