



Year 8 History



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

Reformation: Students will understand the difference between Catholics and Protestants. They will know reasons why the Catholic church was challenged.

Dissolution: Students will give reasons why the monasteries were removed and who gained and lost from this.

Heretics: Looking at what the term means and why the definition changed depending upon who the ruler was at the time.

Martyrs: Giving clear examples of those who gave their lives in the name of an idea.

Propaganda: Looking at how monarchs used it to advance their status. Relating to the modern day to show how we use propaganda to promote our own ideas.

Conflict: Looking at different reasons that people challenged each other within the same country and from foreign threats. Understanding how conflict was resolved.

Conspiracy: Students will be able to look at evidence to support both the original versions of history and the alternative versions.

Restoration: Understanding what happened in a world without Kings and why the English were so desperate to restore the monarchy.

Industrialisation: Students will see how Britain changed over time and know different aspects of industry and how they became so dominating to this country.

Child Labour: Knowing how children were treated at different parts of history and how and why their lives began to change.

Core Skills

Causation: the ability to look at a range of factors and explain how they lead to a certain outcome. A conclusion is then made where factors are compared and final judgements made on what factor was most significant/important.

Interpretations: students will be able to look at a range of opinions on the same historical event/person and understand and explain why they are seen in differently by different people, or how the assessment of an individual can change over time. They will understand how external factors can influence our judgements.

Source Utility: students will be able to critically evaluate where information comes from. They will be able to engage with material from a range of time periods and evaluate how valuable it is.



Year 8 History continued



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge continued

Reform: Looking at what pushes change and why people resist it.

Poverty: Identify the conditions that people lived in and how they enabled crimes to evolve.

Slavery: Students gain empathy as they are able to explain why the slave trade existed and describe conditions of the enslaved peoples.

Resistance: Understanding why people resist and why some don't. Understanding that there are several forms of resistance and evaluating their effectiveness.

Abolition: Looking at a range of arguments and understanding how persistence is a force for change.

How has learning been assessed?

There are three formal assessments over the year. These assessments will be planned after a programme of study to teach the content. Pupils will then be given preparation lessons and personal study time before being expected to sit the assessments in timed conditions in class.

- Why did Henry VIII break with the Roman Catholic Church? (Causation)
- What kind of leader was Oliver Cromwell? (Source Utility)
- How bad was child labour in the Industrial Revolution? (Interpretations).

Students will also complete short subject knowledge tests at the end of each unit.

What is coming up in the following year?

Why did Henry VIII create his own church?

A story of how one man's desire for a son would change England forever. A look into the story behind the divorce of Henry VIII and how his actions changed the face of England forever and began a rollercoaster of change for the people of England as they went back and forth between Catholic and Protestant.



Year 8 History continued



What is coming up in the following year?

Was Elizabeth I really a golden queen?

A successful female ruler? The concept was not considered even possible when the 25 year old took the throne. Yet, Elizabeth would attempt to prove her critics' wrong and set about making England one of the most powerful nations in the world. In this unit students look at the challenges she faced and how she overcame them.

Was the Gunpowder plot a set up?

Remember, remember the 5th November. But, why? In this unit we tell the tale of Guy Fawkes and his assassination attempt of the King. However, all is not as it seems as we put the original story to the test and see if there isn't another version of events.

Should the English have killed their king? (English Civil War)

Students investigate the English civil war. They considered who was responsible for fathers and sons fighting against each other. They then put the king himself on trial and establish his level of guilt and what fate he should have had.

Why did England bring back the monarchy?

England ruled without a King for over a decade, but sought to restore the monarchy. Students look at what the replacement for the King, Oliver Cromwell and what he was like. They judge his significance and how history has portrayed him.

Did the Industrial Revolution make life better?

Huge change takes place in Britain. Using the 2012 Olympic opening ceremony students are thrust into the changes of the Industrial Revolution. They understand why change occurs and the impact it had.

Who was Jack the Ripper?

A chance to be detectives as students engage with witness testimonies, crime scene clues and newspaper stories to try and solve the mystery of who Jack the Ripper was.

Why was slavery abolished?

Students look at the trade triangle and why the trade of Africans even began. They look at the conditions they were forced under and how and why the trade was finally brought to an end.

TRIP:

To complement our study of the Industrial Revolution, students get the opportunity to visit 'The Black Country Museum'. Students will see history brought to life at the open-air living museum. Historical characters take students through over 300 years of history as they show them what it was like to live and work in one of the first industrialised landscapes. Students will get to pop into the old shops and houses and hear stories of what it was like to live in a town. They will experience the life of a Victorian school as they get a lesson from the Victorian headmaster. A trip down the mine shows students the tough conditions people worked in. Of course no day out to the museum is complete without a trip to the Victorian fun fair for a ride on the carousel and some candy floss. A truly great day out!