

**Department Information:**

*The History Department aims to ensure that students develop a passion for, and critical understanding of the past. The department has worked hard to ensure that students gain a diverse view of the past as this is crucial to having a well-formed understanding of the present. We are immensely proud of the range of topics and voices that students will get to hear.*

**ACHIEVE in the curriculum:**

*History students can demonstrate versatility in the classroom by engaging in various activities and approaches to learning. For example, by examining original documents, artifacts, and other historical materials to gain first hand insight into historical events, apply concepts from geography, economics, political science, and sociology to enrich their understanding of historical contexts and even participate in debates and discussions to develop and defend historical arguments, enhancing critical thinking and communication skills.*

**Curriculum Aims & Intent:**

*Our Year 8 curriculum aspires to develop on learning from Year 7 and encourage inquisitive, knowledgeable, and reflective students who appreciate the transformative period from the late Middle Ages to the Enlightenment and Industrial period. Through the study of key events figures, and ideas, we aim to foster a deep understanding of how early modern developments shaped the contemporary world.*

**Resources:**

*The curriculum is not based solely on one textbook, however useful resources are:*

*BBC KS3 Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zk26n39>  
Understanding History- Britain in the wider world, Roman times- Present  
Exploring History: Cavaliers, Colonies and Coal  
The British Empire: 1500-present*

**How we keep parents informed:**

*Year 8 - Progress reports are published 4 times per year, in October, December, April and July, with a face-to-face parents' evening in March.*

**How parents can help their child:**

*We have a super curriculum on SharePoint with a historical fiction reading list, film and documentaries recommendation and podcasts.*

**What we study and when:**

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	<b>How did the reformation change Early Modern Europe?</b>	Students will understand the nature of the Church, its power and importance in society as they continue to study the Early Modern world. The Reformation is one of the most significant turning points in the history of the world as it caused revolution in the powerful institution of the Catholic Church.	Versatility Ambitious Collaborative	<b>Formative assessment</b>	<b>Archaeologist</b> Archaeologists study ancient cultures through artefacts, structures, and

	<b>Who were the 'Forgotten' Tudors?</b>	Students will focus on some of the lesser known/ key individuals of the Tudor period by focusing on the wives of Henry VIII, Edward VI, Mary I, Black Tudors, and Tudor child actors. They will re-examine the significance of these individuals/groups which have often been over-looked and only now are historians being to understand their importance.		<b>Formative assessment</b>	other physical remains.
2	<b>How did the Ottomans demonstrate power by 1700?</b>	Students will understand how the Ottoman Empire expanded into one of the most powerful empires in the world, from its early beginnings under Osman I to the pinnacle of its power under Suleiman 'the Magnificent'. A key focus of this unit will look at ways the rulers managed to successfully defeat enemies; through war, diplomacy, and religion, while also examining how Ottoman culture and traditions helped create a unified empire by 1700.	Versatility Ambitious Collaborative	<b>Summative Assessment</b> <b>Point One:</b> 1) 10 Keyword match-up 2) Chronology task 3) Explain what Anna Whitelock thinks about Mary I in the extract. 4) Peter Marshall thinks ____ about the Reformation. Why is this a valid argument?	<b>Museum Curator</b> Curators manage collections of artefacts, artworks, and other items of historical significance.
3	<b>How did the East India Company take control of India?</b>	This unit aims to explore the reasons why the East India Company were able to take control of the Indian subcontinent. Students will begin to develop their understanding of Empire and engage in diverse interpretations of this area of history. They will be introduced to historians throughout and their views on the empire. This will help them to analyse the historian's point of view but also how they are shaped.	Versatility Ambitious Collaborative	<b>Formative Assessment</b>	<b>Heritage Manager</b> Heritage managers oversee the conservation of historical sites and promote public engagement with history.

4	<b>Why was slavery abolished by 1833?</b>	Students will understand the origins of slavery and then focus on the transatlantic slave trade. Students will explore how slaves were treated, the impact the slave trade had on Britain and then the pressure to abolish the trade by 1833. They will look at key individuals/ events that helped progress the cause for the abolition of slavery.	Versatility Ambitious Collaborative	<b>Summative Assessment</b> <b>Point Two:</b> 1) 10 Keyword match-up 2) Chronology task 3) Using the sources, explain who the Ottomans were. 4) Using the sources, explain how people viewed the East India Company.	<b>Author/writer</b> Authors and writers create historical fiction, non-fiction, and educational materials. Medieval themes and historical events can inspire compelling narratives and educational content.
5	<b>Why were the 18<sup>th</sup> and 19<sup>th</sup> centuries known as the 'Age of Revolutions'?</b>	Students will learn about 4 key revolutions in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries and understand how these events transformed the modern world both politically, socially and economically. They will consider the significance of the American Revolution and the Founding Fathers and compare the American revolution with the French Revolution. They will also look at lesser-known revolutions such as the Haiti Revolution, which links back to our previous unit on the Slave Trade.	Versatility Ambitious Collaborative	<b>Formative Assessment</b>	<b>Archivists</b> Preserve and manage historical documents and records. Study of the importance of medieval manuscripts and the techniques used to preserve them.
6	<b>How did Empire affect those that were colonised?</b>	Students have already studied the colonisation of India and Britain's involvement in the slave trade. Students will now look at other countries that have been affected by British colonisation: Australia, New Zealand, China, and Ireland- focusing on the impact this had on these case studies.	Versatility Ambitious Collaborative	<b>Summative Assessment</b> <b>Point Three:</b> 1) 10 Keyword match-up 2) Chronology task 3) Extended essay: How did Empires exercise control over people and places in the Early Modern Period?	