

Coombeshead History Year 8 2022-23

Theme	Enquiry question(s)	Disciplinary knowledge	Substantive knowledge/Conceptual frameworks	Formal Assessment
Exploration and Impact	Why was the world opening up to England in the Tudor period?	Focus on sources and interpretations for developing nuanced arguments. Students build upon themes and approaches introduced in the Year 7 Pre-Columbian Civilization unit.	Substantive knowledge: Students study the Voyages of Discovery during the Age of Exploration, ranging from Columbus' discovery of the New World through to the beginnings of English settlement in North America. They will draw upon their knowledge of Pre-Columbian Mesoamerica, and consider the reasons for European exploration, as well as the impact of exploration on indigenous cultures. Prior knowledge of the impact of the Reformation and the religious turmoil of the Tudor Age from Year 7 will be brought to bear in considering the approaches and impact of exploration over time.	'Tudor exploration was about conquest and not trade'. How far do you agree? Use of sources to support answer.
			Substantive knowledge: Triangular trade, exploration, circumnavigation.	
Government and protest	Why did civil war break out in 1642? Why did Parliament win the Civil Wars?	Focus on cause and consequence in determining the reasons for the outbreak of the war and then the reasons for Parliamentarian victory. Students can draw on their work in Year 7 on the Norman conquest and the reasons for William's victory, particularly in structuring argument.	Substantive knowledge: Students will study the complex interplay of factors that helped spark the civil war in 1642. They will draw on prior understanding from their Reformation unit in Year 7 to help contextualise the significance of religion as a factor whilst also exploring the roles played by power and economics. The second part of the scheme follows the course of the civil war and ask students to examine key turning points in the conflict to reach a judgement about the reasons for the eventual parliamentarian victory. Students will complete the unit with a look at the immediate aftermath of the civil war and the consequences for the system of government.	'Religion was the main cause of the English Civil War'. How far do you agree?
			Substantive concepts: <u>Government</u> , <u>monarchy</u> , religion, divine right of kings,	

Global Britain: Empire and expansion	<p>Why did Britain want an empire? Why do people disagree so much about the British Empire?</p>	<p>The British Empire is a topic mired in controversy and there is a marked difference in interpretations. There is the opportunity to explore the differences and the reasons for these differences, building on the work done in Year 7 on interpretations of Pre-Columbian civilizations.</p>	<p>Substantive knowledge: the empire unit will draw on existing knowledge from Year 7 including important concepts such as conquest, trade and migration. The unit will look at empire firstly in terms of its desirability for the mother country and will then explore the impact of empire in a variety of colonies. The choice of countries as case studies will help to exemplify the legacy the empire has had and the range of its reach the globe. There is an opportunity within the scheme to emphasise the continuing relevance of empire and to foreshadow the upcoming unit on the enslaved peoples of Africa.</p> <p>Substantive concepts: <u>Empire</u>, conquest, trade, resistance, migration</p>	<p>Microsoft Forms multiple choice questions (MCQs) - Knowledge and source focus. Content covered includes topics from across Y7 & Y8</p>
The Transatlantic trade in enslaved peoples.	<p>Why did people trade in people? Why did the trade in enslaved peoples end?</p>	<p>There is a focus on using contemporary source material in order to highlight the experiences of the enslaved people. Students will develop their ability to study this material critically, neither disregarding material out of hand, nor accepting it at face value.</p>	<p>Substantive knowledge: Students will start the unit by looking at the situation in Africa prior to the transatlantic slave trade being established. This helps provide students with a more nuanced understanding off the reasons the trade in enslaved peoples was able to take place and help challenge children's preconceptions of Africa which tends to be predominantly negative. Following this students' focus will be on the experiences off the enslaved peoples. They will explore the journey of the middle passage from Africa to the Americas and then the consequences of the institution of slavery on generations of people. The final part of the unit will explore the reasons for the emancipation of enslaved peoples focusing particularly on the role played by the people caught up in it themselves and life following emancipation.</p> <p>Substantive concepts: slavery, <u>Resistance and rebellion</u>, economics, morality</p>	<p>How valid is Amistad as an interpretation of the Middle passage?</p>

The Age of Revolution	Why was life so tough in the Industrial Revolution?	<p>Students will continue to develop their ability to construct arguments and write and speak as historians, focusing on the ability to effectively use evidence to form and support conclusions.</p>	<p>Substantive knowledge: The Industrial Revolution unit draws strong links with the previous two studies and helps explain the reasons why Britain was able to enjoy such a dominant position in the world during the period 1750 to 1900. Students will already have a passing understanding from the migration topic studied at the start of Year 7 which they will now develop in greater depth and nuance. The inquiry question will drive students' exploration of the period, helping to gradually reveal the wide range of reasons that life was so challenging for the vast majority of people at this time. The study will conclude with a look at the political system which will help provide context for the upcoming suffrage study, where the basis of the problems that existed in society were often anchored in the political system.</p> <p>Substantive concepts: <u>Industry</u>, labour, revolution, <u>technology</u>, trade, government, democracy</p>	<p>Microsoft Forms multiple choice questions (MCQs)</p> <ul style="list-style-type: none"> - Knowledge and source focus. <p>Content covered includes topics from across Y7 & Y8</p> <p>Why was life so tough in the Industrial Revolution?</p>
Women's rights and the suffrage movement.	What had to happen for women to gain the vote in 1918?	<p>A key aspect of the unit is in asking students to form and then challenge their own conclusions in the light of new evidence – a key aspect of working as an historian.</p> <p>Students will build on the work on evaluating source from the enslaved peoples unit and will begin to consider how to draw inferences from the existence and purpose of sources, not just their content.</p>	<p>Substantive knowledge: the final unit in year 8 allow students to explore the situation for women at the turn of the century the reasons that they wanted change and the ways in which they campaigned in order to achieve this. Students will consider the efficacy of the different methods of protest and consider the reasons for the eventual granting of suffrage, for some women in 1918. This will include the role played by significant individuals such as Emily Wilding Davidson, the Pankhursts, and Millicent Fawcett; as well as the role of the government and external events like WWI.</p> <p>Substantive concepts: suffrage, martyrdom, protest, propaganda</p>	<p>Microsoft Forms multiple choice questions (MCQs)</p> <ul style="list-style-type: none"> - Knowledge and source focus. <p>Content covered includes topics from across Y7 & Y8</p>

Curriculum Overview

The Year 8 curriculum builds upon the thematic overview approach started in Year 7; the first unit on European Exploration both connects substantive threads of the Year 7 curriculum (Reformation, Pre-Columbian Civilization, Migration) and introduces the themes of empire and disenfranchisement, which run through the Year 8 units. Students are enabled to situate their previous knowledge of Tudor England into a wider European and global context, as well as encounter the background to key concepts such as triangular trade which are a critical feature of the Slavery unit. This first unit also introduces students to the concept of nuance in source material and interpretations through the study of the Elizabethan privateer John Hawkins: viewed through English, Spanish, and indigenous lenses. Such an approach has students embarking on critical re-evaluation of their viewpoint, on the basis of new material. The Civil War unit introduces a key moment in the relationship of Church, State, and People, by considering how far the Civil Wars of the mid 17th Century are a feature of religious disagreement. Students consider the trigger causes of the crisis, as well as looking at the impact on their local area with a study of the Battle of Bovey. Empire and Slavery form the central units of this year, with students introduced to a variety of viewpoints on the establishment, conduct, and impact of the British Empire – both from the position of the ruling, and the ruled. One such critical impact is the development of the trans-Atlantic slave trade, which students study in depth: both its mechanics, and the gradual move toward its abolition in the early 19th Century. The final two units return to a focus on the lives of those living in 18th and 19th Century Britain. The Age of Revolution unit discusses the technological revolutions in Britain from the mid-1700s and their subsequent impact on the lives of the vast majority. These changes also impacted on society more widely, and students will contextualize the growing repression by the authorities within the wider European context of the revolutionary age. The final unit – Suffrage – looks at the development of universal suffrage, and in particular, the women's suffrage movements of the early 20th Century.