

Share Multi Academy Trust

Curriculum Planning

<b>Subject:</b>	<b>History</b>	<b>Year</b>	<b>8</b>	<b>Ability</b>	<b>All</b>
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Term / Date(s)	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Topic</b>	Renaissance and Reformation	Early Modern Witch Trials	Industrial Revolution	British Empire	Slavery	Civil Rights Movement
<b>Topic overview</b>	The development of Church, state and society in Britain 1509-1745 by exploring the key changes that took place in the Renaissance period including the changes to science and religion.	Pupils will understand the key features of the Early Modern Witch trials.	Ideas, political power, industry and empire: Britain, 1745-1901 including the social, political and economic changes that took place in Britain during the Industrial Revolution. A local history study.	Ideas, political power, industry and empire: Britain, 1745-1901: A depth study of the British Empire including case studies of difference parts of the Empire.	A study of a significant society or issue in world history and its interconnections with other world developments by learning about the key features of the Trans-Atlantic slave trade and its abolition in Britain and America	A study of a significant society or issue in world history and its interconnections with other world developments by understanding the key features of the Civil Rights movement in America
<b>Pupils will learn...</b>						
<b>Components</b>	<p>Students will learn about key features of the Renaissance, including the concept of 're-birth' and changes in science, art, drama, and literature. This will allow students to make effective comparisons to the Medieval period and understand the key second order concept of change. It will also allow them to recall their knowledge of the Ancient World.</p> <p>Students will explain the impact of the printing press in order to develop their</p>	<p>Students will learn about who was commonly accused of being witches and why they were accused. This will help students to understand the key themes of outsiders, patriarchal society, Puritan society and gender discrimination.</p> <p>In order to understand the nature of the witch trials and why they were encouraged, students will study King James' Daemonologie. They will also consolidate their knowledge of who was</p>	<p>Students will learn about the key changes of the Industrial Revolution in order to understand the impact it had on Britain and make effective comparisons to earlier and later time periods.</p> <p>Students will use sources to infer what Industrial factories were like.</p> <p>Students will explore significance by looking at the impact of the railways on Britain.</p>	<p>Students will learn about key features of the development of the British Empire, including where the colonies were in order to Britain wanted an Empire.</p> <p>Students will look at the first case study of America in order to understand the loss of America led Britain to focus more on India.</p> <p>Students will explore key features of the colonisation of Australia in order to understand the British</p>	<p>Students will learn about the key historical context of slavery in order to understand that slavery was already established prior to the Trans – Atlantic slave trade and that many cultures and countries were involved in slavery at different times. This will help to prevent the misconception that slavery was something that just affected Africans.</p> <p>Students will learn about key features of the slave trade triangle in order to</p>	<p>Students will learn about what civil rights are and the segregation laws in America in order to provide an introduction to the civil rights movement in America.</p> <p>Students will explore significance by looking at the case Brown vs Board of Education.</p> <p>Students will learn about the role of Rosa Parks and the freedom riders to explore the changes to transport rules.</p>

<p>analysis of significance and cause and consequences.</p> <p>Students will explore the changes to science further by discussing the Scientific Revolution in order to continue to make the comparisons to the Ancient World and Medieval period. It will allow them to begin exploring the changing power and role of the Catholic Church.</p> <p>Students will learn about key features of the Age of Discovery or Exploration in order to understand more changes that took place during this time. It will also provide key context for later studies of Elizabethan England and empire building.</p> <p>Students will learn about Henry VIII and using their knowledge from previous lessons they will decide if he is a 'Renaissance man' or a 'Machiavellian Prince'. This will allow students to explore different interpretations of key figures in History.</p> <p>Students will learn about Martin Luther and Reformation in Europe in order to explore cause and consequence, as well as the significant impact that it had on the power of the Church.</p> <p>Students will then discuss the impact that the Reformation had on Britain by looking at the key changes that each monarch (Henry, Edward,</p>	<p>being accused of being a witch and why through a documentary source.</p> <p>Building on their skills of analysing sources, students will look at village cases of witchcraft accusations. Students will be able to draw out who was accused in a village and why and then make effective comparisons to the Daemonologie and the differing focuses of these sources.</p> <p>A common element of the sources that students will have looked at it the concept of a familiar, therefore, students will now look at them in more depth to consolidate this knowledge by using Matthew Hopkins' Discovery of Witches.</p> <p>Students will have drawn out of the sources that a common reason for accusing others is because they were poor. This lesson will then provide key context for this attitude to the poor by discussing the Poor Laws enacted.</p> <p>Students will understand key features of the trial and punishment of witches using the National Archives podcast in order to dispel any misconceptions about the swimming tests and burning or witches.</p> <p>Students will then study the most famous example of the</p>	<p>As part of their local history study, students will now look at the impact of the Industrial Revolution on Wakefield using the documents from the WYAS.</p> <p>In order to further develop their knowledge of how the Industrial Revolution impacted and changed Britain, students will now explore the changes to towns and cities.</p> <p>Students will now look at the new inventions made during the Industrial Revolution in order to understand the development of the key theme of science and technology.</p> <p>In order to develop their understanding of the second order concept of significance, students will now look at Charles Darwin and his impact.</p> <p>Students will understand the key developments in rights of the working class and the development of the British political system during the Industrial Revolution by looking at Chartism. This will also form part of their local history study by looking at the political protests that took place around Dewsbury.</p>	<p>Empire's impact on the Aboriginal population.</p> <p>Students will look at the key case study of India in order to understand the impact of Empire here. This will include partition which will help students to understand the history of the family's of their peers in the class.</p> <p>Students will look at the impact of Empire on Africa including the 'Scramble for Africa'.</p> <p>Furthermore, within all these case studies with the focus on what society and culture was like before the British colonisation, it will help students to understand the diversity and richness of other cultures and the impact then that colonisation had on these places.</p>	<p>understand the process of the slave trade and to make links to the impact of slavery in Britain with the Industrial Revolution.</p> <p>Students will learn about the lives of slaves on plantations.</p> <p>Students will now learn about the British abolition movement looking at key individuals that helped the ending of slavery.</p> <p>Students will now look at the American Civil war in order to understand how slavery was abolished in the US.</p> <p>Students will now explore examples of slave resistance in order to understand that the real reason that slavery was abolished was down to the role played by enslaved people themselves who actively fought for their own freedom. This will help to prevent a 'white saviour' narrative.</p> <p>Students will now explore the legacy of slavery in the Reconstruction period (Black Codes, KKK etc.) in order to provide key context for the Civil Rights movement.</p>	<p>Students will look at the sit-ins in order to explore the role of students and groups like the SNCC in the Civil Rights movement. They will use this to understand the nature of non-violent protest.</p> <p>Students will learn about MLK and Selma voting rights march. However, they will also look at the grass roots organisers in order to evaluate the significance of MLK and learn about the different approaches to History learning (top -down and bottom up).</p> <p>Students will look at the continuing fight for civil rights even after the traditional end date of the Civil Rights movement by looking at Malcolm X and black power.</p>
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	<p>Mary and Elizabeth) brought to the religion of the country.</p> <p>Students will explore the sources available for the Renaissance in order to understand the nature of historical research.</p>	<p>witch craze which is Salem. This will allow students to draw together the key themes of Puritan society, patriarchal society, fear of outsiders, economic hardships, that they have discussed in previous lessons.</p> <p>In order to ensure that students develop their sense of period, students will now complete a comparison lesson, comparing the Medieval period to the Renaissance. This will ensure students recall knowledge from Y7 and from the Renaissance topic studied previously, and ensure they have improved their understanding of the second order concepts of change and continuity.</p>				
<b>What pupils should already know (prior learning components)</b>	<p>Pupils will already have an awareness of:</p> <ul style="list-style-type: none"> <li>- Ancient World including science and engineering</li> <li>- Medieval period including the power of the Church</li> <li>- Second order concepts</li> <li>- Source analysis</li> <li>- Interpretations analysis</li> </ul>	<p>Pupils will already have an awareness of:</p> <ul style="list-style-type: none"> <li>- Renaissance period and Scientific Revolution</li> <li>- The power of the Church</li> </ul>	<p>Pupils will already have an awareness of:</p> <ul style="list-style-type: none"> <li>- The chronological narrative of Britain from Ancient World, Medieval and Renaissance periods</li> </ul>	<p>Pupils will already have an awareness of:</p> <ul style="list-style-type: none"> <li>- The Industrial Revolution</li> </ul>	<p>Pupils will already have an awareness of:</p> <ul style="list-style-type: none"> <li>- The industrial Revolution</li> <li>- British Empire</li> </ul>	<p>Pupils will already have an awareness of:</p> <ul style="list-style-type: none"> <li>- Slavery and abolition</li> </ul>
<b>Transferrable knowledge (skills)</b>	<p>The rise in science and technology during the Scientific Revolution</p> <p>The changes to the Church including the development of Protestantism and</p>	<p>Ideas of Puritan and patriarchal society</p> <p>Attitude to the poor in Early Modern England</p> <p>The continuing power of the Church and religion despite</p>	<p>The impact of the Industrial Revolution on Britain including:</p> <ul style="list-style-type: none"> <li>- Changes to towns</li> <li>- Increase in population</li> </ul>	<p>The impact of Empire on:</p> <ul style="list-style-type: none"> <li>- America</li> <li>- Australia</li> <li>- India</li> <li>- Africa</li> </ul> <p>The scramble for Africa</p>	<p>The impact of slavery on America and Britain</p> <p>The American Civil War</p> <p>The legacy of slavery in the US including the Black Codes and the KKK</p>	<p>The importance of non-violent protest</p> <p>The significance of key individuals</p>

	<p>Puritanism. The decline in power of the Church.</p> <p>The significance of the printing press</p> <p>The discovery of new lands in the Age of Discovery</p> <p>Deployment and development of appropriate historical vocabulary</p> <p>Their ability to make effective comparisons and analyses using the second order concepts of change, continuity, similarity and difference, cause and consequence.</p> <p>An understanding of how to assess historical significance</p> <p>Critical evaluation and interpretation of different types of historical source.</p>	<p>the changes of the Renaissance</p> <p>Ideas of tolerance and persecution</p> <p>Critical evaluation and interpretation of different types of historical source.</p> <p>Their ability to make effective comparisons and analyses using the second order concepts of change, continuity, similarity and difference, cause and consequence.</p>	<ul style="list-style-type: none"> <li>- Increase in infectious diseases</li> <li>- Introduction of new technology</li> <li>- Improvement of transport</li> <li>- The development of British democracy</li> </ul> <p>The links to the slave trade and British Empire.</p> <p>Deployment and development of appropriate historical vocabulary</p> <p>An understanding of how to assess historical significance</p> <p>Their ability to make effective comparisons and analyses using the second order concepts of change, continuity, similarity and difference, cause and consequence.</p> <p>Critical evaluation and interpretation of different types of historical source.</p>	<p>Imperialism and colonies. The impact of colonisation.</p> <p>Britain becoming a world power and its place in the modern world.</p> <p>An understanding of how to assess historical significance</p> <p>Their ability to make effective comparisons and analyses using the second order concepts of change, continuity, similarity and difference, cause and consequence.</p> <p>Critical evaluation and interpretation of different types of historical source.</p> <p>Understanding of how and why the past has been interpreted in different ways, and the ability to assess the validity of these differing interpretations.</p> <p>Deployment and development of appropriate historical vocabulary</p>	<p>An understanding of how to assess historical significance</p> <p>Their ability to make effective comparisons and analyses using the second order concepts of change, continuity, similarity and difference, cause and consequence.</p> <p>Critical evaluation and interpretation of different types of historical source.</p> <p>Deployment and development of appropriate historical vocabulary</p>	<p>Different perspectives of history, top down and bottom up.</p> <p>An understanding of how to assess historical significance</p> <p>Their ability to make effective comparisons and analyses using the second order concepts of change, continuity, similarity and difference, cause and consequence.</p> <p>Critical evaluation and interpretation of different types of historical source.</p> <p>Deployment and development of appropriate historical vocabulary</p> <p>Understanding of how and why the past has been interpreted in different ways, and the ability to assess the validity of these differing interpretations.</p>
<b>Key vocabulary pupil will know and learn</b>	Renaissance, 're-birth', Ancient/classical, Anatomy Machiavellian, Reformation, Indulgences, Protest, Protestant, Catholic, Church	Scapegoat, Misogyny, Accusation, Tolerance, Gossip, Ignorance, patriarchal	Industry, Revolution, Factory, Railway, Invention, Individuals Science, Technology, Communication, Improvements, advanced	Empire, colony, colonise, trade, imperialist/imperialism	Slavery, Trade triangle, Middle passage, Trade, Cotton, Tribe, Auction, Scramble, plantations, abolition	Civil Rights, law, segregation, grassroots, Jim Crow,
<b>Assessment activities</b>	<ul style="list-style-type: none"> <li>- First order concepts knowledge quiz</li> <li>- Second order concepts writing task (focus change)</li> </ul>	<ul style="list-style-type: none"> <li>- First order concepts knowledge quiz</li> <li>- Second order concepts writing task (focus cause)</li> </ul>	<ul style="list-style-type: none"> <li>- First order concepts knowledge quiz</li> <li>- Second order concepts writing task (focus)</li> </ul>	<ul style="list-style-type: none"> <li>- First order concepts knowledge quiz</li> <li>- Second order concepts writing task (focus cause)</li> </ul>	<ul style="list-style-type: none"> <li>- First order concepts knowledge quiz</li> <li>- Second order concepts writing task (focus cause)</li> </ul>	<ul style="list-style-type: none"> <li>- First order concepts knowledge quiz</li> <li>- Second order concepts writing task</li> </ul>

	and consequences)	and consequence)	change and continuity, significance)	and consequence, similarity and difference)	and consequence)	(focus significance)
<b>Resources available</b>	All resources are on Shared Area including: - SOL document - Lesson - Powerpoints and resources - Teacher Guides - ETA info	All resources are on Shared Area including: - SOL document - Lesson - Powerpoints and resources - Teacher Guides - ETA info	All resources are on Shared Area including: - SOL document - Lesson - Powerpoints and resources - Teacher Guides - ETA info	All resources are on Shared Area including: - SOL document - Lesson - Powerpoints and resources - Teacher Guides - ETA info	All resources are on Shared Area including: - SOL document - Lesson - Powerpoints and resources - Teacher Guides - ETA info	All resources are on Shared Area including: - SOL document - Lesson - Powerpoints and resources - Teacher Guides - ETA info
<b>Notes</b>	Subject Knowledge: Students need to develop a chronological awareness of British and world history, therefore as they have completed the Medieval period in Y7 they must explore the next one which is the Renaissance. This will allow students to explore change and continuity over time especially with regards to science, technology and religion. This topic has clear links with the Medicine Through Time topic and Elizabeth England topics at GCSE helping to provide key context for these.  Disciplinary Concepts: This topic helps to develop students' awareness of the key thematic components of society, religion, science and technology. Students will develop their skills of source and interpretations analysis.  Link to British values and citizenship: This topic helps to develop mutual respect and tolerance of others of different religions.	Subject Knowledge: In order to further develop their sense of period, students will look at witches as a good comparison to the changes in science in the Renaissance period. As both take place at the same time, students will be able to see that the Renaissance as a time of change and continuity especially with regards to the power of the Church and influence of religion. It also allows for a study of gender history, helping to prevent a male-dominated view of History.  Disciplinary Knowledge: This topic helps to develop students' awareness of the key thematic components of society, religion, science and gender. Students will develop their skills of source and interpretations analysis.  Link to British values and citizenship: This topic helps to develop mutual respect and tolerance of others of different religions and gain an understanding that the freedom to hold other faiths	Subject Knowledge: Progressing chronologically students will now learn about the changes that took place during the Industrial Revolution that helped to shape Modern British society. This will also include a study of their local area, as the Industrial Revolution had a big impact on the areas in which students live.  Disciplinary Knowledge: This topic helps to develop students' awareness of the key thematic components of society, economy, science and technology and government. Students will develop their skills of source and interpretations analysis. Students will be aware of the importance of archives in storing documentary sources and providing access to them.  Link to British values and citizenship: This topic helps to show the development of the political system of democratic government in the United Kingdom by	Subject Knowledge: The British Empire had a huge impact on Britain and on the world therefore it is important for students to understand its effect on the places and people that were a part of the British Empire. Furthermore, it has strong links to the Industrial Revolution and the slave trade and therefore studying the Empire will allow students to make the connections between these topics. They will also make connections between social, political and economic factors.  Disciplinary Knowledge: This topic helps to develop students' awareness of the key thematic components of society, empire, economy, science and technology. Students will develop their skills of source and interpretations analysis. Students will understand the differing interpretations of the Empire throughout History.	Subject Knowledge: In order to develop students' knowledge of the wider world students will study the slave trade, including its links to the Industrial Revolution and British Empire. With regards to the focus on the abolitionist movements in America and Britain this topic also aims to ensure that students are not studying a black trauma focused and white - dominated view by also focusing on the enslaved people's resistance and autonomy. Students will also explore the legacy of slavery and how it is still impacting the world today.  Disciplinary Knowledge: Students will develop their skills of source and interpretations analysis.  Link to British values and citizenship: Students will gain an understanding of the precious liberties enjoyed	Subject Knowledge: In order to develop students' knowledge of the wider world, students will follow thematically on from the slavery topic into the civil rights movement and beyond. It also ensures that students are not studying a white - dominated view of History. This will also allow students to develop their knowledge of the nature of protest and changes to civil liberties, as well as a continuing focus on the legacy of slavery today.  Disciplinary Knowledge: Students will develop their skills of source and interpretations analysis.  Link to British values and citizenship: Students will gain an understanding of the precious liberties enjoyed by the citizens of the United Kingdom. Students will develop their knowledge of human rights and international law.

		<p>and beliefs is protected in law in Britain today. Students will also gain an understanding of the precious liberties enjoyed by the citizens of the United Kingdom today.</p>	<p>looking at political protest and the development of working-class rights.</p>	<p>Link to British values and citizenship:  This topic helps to develop mutual respect and tolerance of others of different ethnicities, religions, cultures. and gain an understanding that these liberties are protected in law in Britain today. Students will also gain an understanding of the precious liberties enjoyed by the citizens of the United Kingdom today.</p>	<p>by the citizens of the United Kingdom.  Students will develop their knowledge of human rights and international law.</p>	
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