

## YEAR 8 HISTORY

<b>YEAR 8 History INTENT</b>	In Year 8 students will study Early Modern through to the modern day British and International History. This begins with an in-depth investigation into Tudor monarchs and how they shaped the country during their reigns, including the reformation of the church, emerging empires and the age of exploration. Following from this students will look into the experience of enslaved peoples and their role in emancipation, including the growth and decline of the trans-Atlantic slave trade. The developments in Britain during the Industrial period and its emergence as an international power will also be analysed in detail. This will include; Why and Industrial Revolution occurred, how child Labour impacted the young and the growth of the British Empire.
------------------------------	---

<b>Exam Information (Y10-11)</b>	<b>Board:</b>	Edexcel History 9-1
	<b>Qualification:</b>	GCSE
	<b>Website link to specification/resources:</b>	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Tudors	The Trans-Atlantic Slave Trade	Industrial Britain	World War I	World War II	
Context of the Period – what was the Renaissance How did Protestantism begin? What was the Battle of Bosworth Who were the Tudors – outline of family tree and connections Why did Henry VIII Break from Rome? How significant is the reign of Edward VI? Does Mary I deserve the nickname ‘Bloody Mary’ Why is Elizabeth’s reign considered a ‘Golden Age’? How was the Spanish Armada defeated? How significant was the discovery of the ‘New World’?	What were the Kingdom’s of Mali and Timbuktu like before the slave trade? What were conditions like on the Middle Passage? What was life like on the Plantations in America? How did enslaved people resist? How was slavery abolished? To what extent has slavery been abolished?	When was the Industrial Revolution? What caused an Industrial Revolution in Britain? What were living conditions like in Industrial Britain? What was life like for children in Industrial Britain? What were conditions like in the coal mines? Why couldn’t the police catch Jack the Ripper? How did life improve by the end of the Industrial Period? How was suffrage achieved? What was the impact of Britain’s Empire?	How did World War I begin? Why did men sign up for World War I? Why was there a stalemate on the Western Front? How did the weapons of World War 1 contribute to the stalemate What were conditions like in the Trenches? What happened in the Battle of the Somme? How far does General Haig deserve to be blamed for the outcome of the Somme? How did medical understanding develop during World War I? What was life like on the Home Front? How did World War I end – and what was the outcome (Treaty of Versailles)	Why was there a Second World War? Was Dunkirk a Triumph or Disaster How did Britain with the Battle of Britain? What did children experience during evacuation? What was life like on the Home Front? How Significant Was D-Day (comparing with other events of WWII such as Stalingrad, El Alamein, the Pacific)	What was the Holocaust? Why didn’t people at risk leave Germany? How did individuals respond during the Holocaust? What was the Warsaw Ghetto Uprising? How should the Holocaust be memorialized?
Can do statement 3 (M): I can use sources as evidence to support my judgements on the significance of the events and people and I can describe the causes of main events. Can do statement 2 (S): I can select sources to support me in identifying people and events that I think are	Can do statement 3 (M): I can describe the causes of events in detail, explaining links between causes. I can use sources as evidence to explore the main events, and explain differing interpretations of the past. I can use sources as evidence in my answers, alongside my contextual knowledge. I can make	Can do statement 3 (M): I can describe the changes and continuities of the period in detail using subject specific vocabulary. I can use sources as evidence in my answers, alongside my contextual knowledge. I can make judgements about the utility of sources. Can do statement 2 (S): I can describe the changes and continuities of the	Can do statement 3 (M): I can describe the causes of events in detail, explaining links between causes. I can use sources as evidence to explore the main events, and explain differing interpretations of the past. I can use sources as evidence in my answers, alongside my contextual knowledge. I can make	Can do statement 3 (M): I can use sources as evidence in my answers, alongside my contextual knowledge which is detailed and uses subject specific vocabulary. I can make judgements about the utility of sources. I am beginning to explain judgements about the historical significance of events	Can do statement 3 (M): I can use sources as evidence in my answers, alongside my contextual knowledge which is detailed and uses subject specific vocabulary. I can make judgements about the utility of sources.

<p>significant. I can describe some of the causes of main events.  Can do statement 1 (D): I use sources as information to support me in identifying people and events that I think are significant. I can identify some of the causes of main events.</p>	<p>judgements about the utility of sources.  Can do statement 2 (S): I can describe the causes of events in detail, identifying links between causes. I can describe the main events, and differing interpretations of the past. I can use sources as evidence in my answers, alongside my contextual knowledge.  Can do statement 1 (D): I can describe the causes of events. I can describe the main events, and identify differing interpretations of the past. I can use sources as information in my answers, alongside my contextual knowledge</p>	<p>period using subject specific vocabulary. I can use sources as evidence in my answers, alongside my contextual knowledge.  Can do statement 2 (D): I can identify the changes and continuities of the period using subject specific vocabulary. I can use sources as information in my answers.</p>	<p>judgements about the utility of sources.  Can do statement 2 (S): I can describe the causes of events in detail, identifying links between causes. I can describe the main events, and differing interpretations of the past. I can use sources as evidence in my answers, alongside my contextual knowledge  Can do statement 1 (D): I can describe the causes of events. I can describe the main events, and identify differing interpretations of the past. I can use sources as information in my answers, alongside my contextual knowledge</p>	<p>using some criteria to support my judgement.  Can do statement 2 (S):.I can use sources as evidence in my answers, alongside my contextual knowledge which contains subject specific vocabulary. I am beginning to explain judgements about the historical significance of events using some criteria to support my judgement.  Can do statement 2 (D): I can use sources as information in my answers and describe events. I can compare and contrast events to identify which are historically important and describe why.</p>	<p>Can do statement 2 (S):.I can use sources as evidence in my answers, alongside my contextual knowledge which contains subject specific vocabulary.  Can do statement 2 (D): I can use sources as information in my answers and describe events.</p>
--	--	--	---	---	--