



Year 8			
Term 1: Autumn	Term 2: Spring	Term 3: Summer	Age Related Expectations (ARE)
Stuart England Purpose: - The purpose of this unit is for students to have an understanding of an ever changing society and monarchy within Britain in the 1600s. - The unit focuses on a wide range of issues within the society at the time so students have an understanding of the politics, religion and society and how these link together and affect people's lives. - The unit is being taught now as it builds on the Tudor period which was explored at the end of Year 7. - This unit also allows students to begin to question the changing power of the monarch and the increased power of the people, leading into the suffrage unit of Year 9. Overview of the knowledge and skills covered in this unit: - King James I, the issue of Divine Right. - The causes, events and consequences	The British Empire Purpose: - The purpose of this unit is for students to have an understanding of the impact of the British Empire. - Students will focus on the aims of the British Empire to gauge attitudes of British monarchs and politicians of the time whilst then continuing to look at how the Empire developed over a 300 year period before analysing differing historical interpretations of the Empire as a whole and different events in order to develop historical skills. - Students will develop their own opinions of the empire while developing their understanding of the world today. - This unit is being taught at this point to allow students to have an understanding of attitudes towards different countries and races at this time which will feed into the next unit on the trade of enslaved people.	The trade in Enslaved African Peoples Purpose: - The purpose of this unit is to allow students to develop a critical understanding of the history of enslaved people with a focus on the multifaceted causes and experiences, the focus will be on the human agency and the view of enslaved people as human beings who have a story beyond being enslaved while also looking at the long term global consequences. - This unit also allows students to develop their skills as a historian looking at cause, consequence, change, continuity, source work and significance. - This is being taught as a follow on from the unit of the empire and prior to a focus on industrialisation allowing students to see how these three events connect.	Change, continuity, similarity and difference - Explain why change occurred. - Prioritise reasons for change and continuity. - Identify and understand turning points in history. Significance - Explain how the popular memory of an event can impact its significance. Cause and consequence - Understand different types of causes and consequences and suggest the most important. - Show links between causes and consequences. Sources - Extract explicit and implicit messages from sources. - Identify clear similarities and differences between sources and begin to question why.



of the Gunpowder Plot, and why the plotters were punished so harshly. • Understanding of the context of witchcraft accusations, and the treatment of people accused of this crime. • Understanding of the social, religious, political and economic contexts of England at this time and how these lead to the English Civil War 1642-1651. • The different sides of the Civil War, Royalists and Parliamentarians, and the creation of the New Model Army. • The end of the Civil War and the capture of King Charles I. • The controversies surrounding the trial and execution of Charles and the significance of an act of regicide. • A study of life during the Interregnum, and why the actions of Oliver Cromwell have been interpreted in different ways. • The Restoration of the monarchy, Britain under the rule of Charles II; the 'Merry Monarch'. • The impact of the Great Plague and the Great Fire of London. • The causes, events and consequences of the Glorious Revolution.	Overview of the knowledge and skills covered in this unit: • The concept of empire, why Britain wanted a notable presence in other countries, the justifications used to colonise land and the process of obtaining such vast amounts of land worldwide, from the First Colonies in the Americas. • Life in India before British presence, the East India Company and reasons for its dominance. • The treatment of Indian people under EIC rule, the issues of guns and Sepoy soldiers. • The events of 1857 and 1858, and the differing interpretations surrounding the names/labels of these events. • An assessment of the impact of colonial rule of India. • The steps taken towards Indian Independence and the consequences of this.	Overview of the knowledge and skills covered in this unit: • The concept of enslavement, life in African Kingdoms before slavery, the links to British cities, such as Liverpool to the trade in peoples, and the differing impacts. • The logistics of the trade of enslaved peoples, the trade triangle, the roles of European finance. • The wide ranging debate about responsibility. • The lives of enslaved people on plantations, rebellions and resistance and the road to abolition. • Students will study other examples of historical enslavement to explain examples of change, continuity, similarity and difference. Links made to the Industrial Revolution in Britain and the trade in Enslaved peoples.	Interpretations • Explain how and why events have been interpreted in different ways. Knowledge and communication • Create well structured paragraphs with clear and precise knowledge • Create an extended piece of writing with a clear conclusion. Judgement • Explain differing opinions of a historical event to reach a reasoned judgement.
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