

# St Cuthbert Mayne School Curriculum Map



## Department: History

### Year 8

#### **"History is who we are and why we are the way we are" - David McCullough**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. Teachers will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The aim for the History Department is to provide a curriculum and experience that is truly comprehensive and enables all learners to thrive, develop and grow in the widest sense. Most of all we want our learners to discover the joy of learning and to gain the skills that will enable them to continue learning throughout their lives.

The department's mission statement is:

***"Through engaging and challenging lessons, all learners will develop a lifelong love of learning and an enthusiasm for the study of History".***

In Year 8 we study the following:

- The Renaissance - why was this such an important turning point in world history?
- The Wars of the Roses including why England was suffering a civil war, the rise and fall of the House of York and the rise of the Tudors.
- The reign of the Tudor monarchy including Henry VIII and the Reformation, the Mid Tudor Crisis and the reign of Elizabeth I, 'the Gloriana'.
- The English Civil War, including the causes of the conflict, the main events, the execution of Charles I and Puritan England.
- Introduction to social history: what was the impact of the Civil War for the people of England?
- Women and Witchcraft: how did the events of the 17th century impact on women? What can we learn about attitudes via the witchcraze? The importance of representative history.
- The beginning of the British Empire including case studies on America and India.
- The Industrial Revolution including Britain before and after the revolution, the social and political impact of these changes.
- The Trans Atlantic Slave Trade including the origins of the trade, the journey to the coast, the Middle Passage, abolition and the social and political legacy of the slave trade.

| Autumn Term 1                  |                                                                                                                                                                          |                                                                                                                                             |  | Autumn Term 2                                                                                                                                                                                                                  |                                                                                                                                                                       |  |
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| Topic/Unit                     | Changing Times<br>- Renaissance<br>and War                                                                                                                               | Henry VIII:<br>Glory, Reform<br>and Terror.                                                                                                 |  | A 'Mid Tudor<br>Crisis?' The<br>reigns of<br>Edward VI and<br>Mary I.                                                                                                                                                          | The 'Gloriana' -<br>how great was<br>the reign of<br>Elizabeth I?                                                                                                     |  |
| Knowledge<br>(Content covered) | The Renaissance<br>- what was it and<br>why important?<br>What were the<br>War of the<br>Roses?<br>Richard III - did<br>he really kill the<br>'Princes in the<br>Tower?' | Who was the<br>new king?<br>Challenging<br>stereotypes.<br>Why did Henry<br>have so many<br>wives?<br>The<br>Reformation -<br>why did Henry |  | Edward VI - the<br>'forgotten king?'<br>How great might<br>he have been?<br>Does Mary I<br>deserve the title<br>'Bloody?'<br>Her Problems:<br><ul style="list-style-type: none"> <li>• Marriage</li> <li>• Religion</li> </ul> | What problems<br>did Elizabeth<br>inherit on her<br>succession?<br>The question of<br>religion - how<br>did Elizabeth<br>create a 'Middle<br>Way?'<br>Family issues - |  |

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|                                                                                                | Henry VII - how did an unknown refugee create the most famous dynasty in English history?         | 'Break from Rome?'<br>The Dissolution of the monasteries - what impact on the people of England?<br>Was Henry VIII a 'Man or Monster?' |  | <ul style="list-style-type: none"> <li>War</li> </ul> Has history treated Mary I unfairly? | how big a threat was Mary, Queen of Scots?<br>The Spanish Armada - causes and reasons for victory.<br>How did Elizabeth manage her image?<br>Judgement - does Elizabeth's reign deserve to be called the 'Gloriana?' |  |
| <b>Skills</b>                                                                                  | Interpretation.<br>Source Analysis.<br>Judgment<br>Research<br>Change and Continuity<br>Narrative | Source Analysis<br>Interpretation<br>Judgement<br>Research<br>Inference<br>Narrative                                                   |  | Source Analysis<br>Interpretation<br>Judgement<br>Inference<br>Narrative<br>Research       | Source Analysis<br>Interpretation<br>Judgement<br>Inference<br>Narrative<br>Research                                                                                                                                 |  |
| <b>Assessment</b>                                                                              | 1 x Utility<br>1 x Inference                                                                      | 1 x Utility<br>1 x Inference                                                                                                           |  | 1 x Utility<br>1 x Inference                                                               | 1 x Utility<br>1 x Inference                                                                                                                                                                                         |  |
| <b>Gatsby 4 (Linking curriculum learning to careers)</b><br><a href="#">GATSBY BENCHMARK 4</a> | Researcher<br>Archaeology<br>Law<br>Military                                                      | Researcher<br>Archaeology<br>Law                                                                                                       |  | Researcher<br>Archaeology<br>Law                                                           | Researcher<br>Archaeology<br>Law<br>Military                                                                                                                                                                         |  |

| Spring Term 1               |                                                                                                                                                                                                                |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                          | Spring Term 2 |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                     |
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| Topic/Unit                  | The Rise of the House of Stuart: Gunpowder, Treason and Plot.                                                                                                                                                  | The English Civil War                                                                                                                                                                                                                  | What was the impact of the Civil War for the people of England?                                                                                                                                                                                                                                                                                                          |               | History? Herstory!                                                                                                                                                                                                                                                                      | The story of England - how did we become the 'United Kingdom'?                                                                                                                                                                                                                                                                      |
| Knowledge (Content covered) | <p>Who were the new dynasty?<br/>The Gunpowder Plot - rebellion or set up?<br/>James I - unifier or architect of civil war?</p> <p>Developing analysis skills - can we always trust the evidence provided?</p> | <p>Causes - Long and Short Term<br/>The two sides and their aims - what were people fighting for?<br/>The main events of the war - what were the turning points in the conflict?<br/>Victory - why was parliament able to triumph?</p> | <p>Investigation into the long / short term impacts of civil conflict on the societies involved.<br/>Foci will include:</p> <ul style="list-style-type: none"> <li>Social impacts</li> <li>Political impacts</li> <li>Economic impacts</li> <li>Religious impact</li> <li>Equality and discrimination</li> </ul> <p>Evaluate the key question - did life improve for</p> |               | <p>Why does history only really deal with the rich, white, dead, old men?</p> <p>Why are the voices and actions of women difficult to find in history?</p> <p>Who are the women all history students should know about?</p> <p>Did discrimination and attitudes of the 17th century</p> | <p>An exploration of the 'narrative' of the birth of the 'United Kingdom'.</p> <p>Evaluation of key turning points:</p> <ul style="list-style-type: none"> <li>The Interregnum</li> <li>The Glorious Revolution</li> <li>The Act of Union</li> </ul> <p>Discussion - how have these events shaped the Britain we live in today?</p> |

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|                                                                                                |                                                                                                                 |                                                                                                                 | the people of England? Did anything really change?                                                              |  | lead to the spread of a 'witchcraze?'.                                                                          |                                                                                                                 |
| <b>Skills</b>                                                                                  | Source Analysis<br>Interpretation<br>Judgement<br>Research<br>Inference<br>Narrative<br>Evaluation<br>Inference | Source Analysis<br>Interpretation<br>Judgement<br>Research<br>Inference<br>Narrative<br>Evaluation<br>Inference | Source Analysis<br>Interpretation<br>Judgement<br>Research<br>Inference<br>Narrative<br>Evaluation<br>Inference |  | Source Analysis<br>Interpretation<br>Judgement<br>Research<br>Inference<br>Narrative<br>Evaluation<br>Inference | Source Analysis<br>Interpretation<br>Judgement<br>Research<br>Inference<br>Narrative<br>Evaluation<br>Inference |
| <b>Assessment</b>                                                                              | 1 x Inference<br>1 x Utility                                                                                    | 1 x Inference<br>1 x Utility                                                                                    | 1 x Inference<br>1 x Utility                                                                                    |  | 1 x Inference<br>1 x Utility                                                                                    | 1 x Inference<br>1 x Utility                                                                                    |
| <b>Gatsby 4 (Linking curriculum learning to careers)</b><br><a href="#">GATSBY BENCHMARK 4</a> | Researcher<br>Archaeology<br>Law<br>Politics                                                                    | Researcher<br>Archaeology<br>Law<br>Politics<br>Military                                                        | Researcher<br>Archaeology<br>Law<br>Politics<br>Social Work<br>Military                                         |  | Researcher<br>Archaeology<br>Law<br>Military<br>Social Work<br>Politics                                         | Researcher<br>Archaeology<br>Law<br>Politics                                                                    |

| Summer Term 1               |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                       | Summer Term 2 |                                                                                                                                                                                                                                                            |  |
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| Topic/Unit                  | The beginnings of the Empire - why did Britain seek to dominate other nations?                                                                                                                                                                                                      | The Industrial Revolution: How did this 'turning point' change Britain?                                                                                                                                                                                                                                               |               | <i>To Civilise the Savage?</i><br>Why did Britain become involved in the slave trade?<br>We explore the reasons behind involvement in the slave trade and develop local links - why was Devon so instrumental in the creation of human trafficking?        |  |
| Knowledge (Content covered) | <p>We investigate the causes behind the beginnings and the growth of the British Empire. We also question the values and morality behind these ideas and compare them to attitudes in the 21st century.</p> <p>Case studies: North America<br/>India: The 'jewel in the crown?'</p> | <p>An investigation into the causes of the Industrial Revolution and the consequences - how did England change from 1750 - 1900?</p> <p>Case Studies into:<br/>Working conditions for children.<br/>Living conditions in Urban centres.</p> <p>Debate Point: How did the Industrial Revolution end the concept of</p> |               | <p>Understanding the narrative of slavery - what was the experience of the trade through primary sources.</p> <p>Debate Point: Why did the British 'abolish' slavery in the 19th century?</p> <p>How did people in Torbay profit from the slave trade?</p> |  |

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|                                                                                                |  | <i>laissez faire?</i> |  |                                                                                                                 |  |
| <b>Skills</b>                                                                                  |  |                       |  | Source Analysis<br>Interpretation<br>Judgement<br>Research<br>Inference<br>Narrative<br>Evaluation<br>Inference |  |
| <b>Assessment</b>                                                                              |  |                       |  | 1 x Inference<br>1 x Utility                                                                                    |  |
| <b>Gatsby 4 (Linking curriculum learning to careers)</b><br><a href="#">GATSBY BENCHMARK 4</a> |  |                       |  | Researcher<br>Archaeology<br>Law<br>Military<br>Politics                                                        |  |

