History Year 8	Curriculum Intent: In Year 8, students will study British, European and World History and they will learn how events in the late early modern and modern period have shaped the world that we live in today. Pupils' curiosity will be inspired to know more about the past by encouraging them to continue to ask perceptive questions, think critically, consider evidence, phrase arguments and develop judgements. They will learn the contextual knowledge of the late early modern and modern period in order to develop an awareness and understanding of the significant changes that took place across the entire world, the diversity of British society and relationships between different groups within this society, the development of the world economy and how this was achieved. Students will link this to their own identity. Students will engage in historical enquiries to develop further as independent learners and as critical and reflective thinkers. They will develop the ability to ask relevant questions about the past and to investigate issues critically.								
Rotation	Term 1			Term 2			Term 3		
Knowledge	The Stuarts and Civil War	The Restoration and 17th century	The Industrial Revolution	Industrial Revolution and Jack the Ripper	Transatlantic Slave Trade	Transatlantic Slave Trade	British Empire	British Empire	Native Americans
Interleaving	Well informed context for wider learning, make contrasts, make connections between events and draw contrasts and analyse trends within a period.			Well informed context for wider learning, make contrasts, make connections between events and draw contrasts and analyse trends within a period.			Well informed context for wider learning, make contrasts, make connections between events and draw contrasts and analyse trends within a period.		
Understanding	Students will extend and deepen their chronological understanding of the period and throughout this use the key historical concepts of change and continuity and the significance of the key events of the early modern period: the Gunpowder plot, the civil war, Oliver Cromwell, Charles II, the plague of 1665			Students will extend and deepen their chronological understanding of the period and throughout this use the key historical concepts of diversity and the significance of the key events of the modern era: differences in living/working conditions, Jack the Ripper, causes and consequences of the slave trade, life for enslaved people.			Students will extend and deepen their chronological understanding of the period and use the key historical concepts of cause and consequence and the significance of key events: why did Britain build and empire, consequences of colonialism. The year ends with an introduction to Native American culture as a way to introduce non-European history to the KS3 curriculum.		
Skills	Construct relevant, structured and evidentially supported written work.	Use evidence and evaluating evidence.	Develop own hypothesis and conclusions	Evaluate different interpretations about the past.	Use historical terms and concepts.				
Assessment	Term 1: "People dealt with threats to their ways of life effectively" How far do you agree? [10] Interpretations [12] Knowledge: [28]			Term 2: Essay "Life improved for people during the industrial revolution" How far do you agree? [10] Interpretations [12] Knowledge [28]			Term 3: End of year assessment What made Britain 'Great' during the period 1750-1900?		