

<h1>History</h1> <h2>Year 8</h2>	<p>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.</p>														
Rotation	Term 1			Term 2			Term 3								
Knowledge	CONQUEST/REVOLUTION – Significant change: political, social and economic, increase in population, industrial.	POWER & THE PEOPLE – establishment of the class system, economic divide. Living and working conditions	RELIGION/ETHICS – Age of enlightenment, science v religion	CONQUEST/REVOLUTION – French Revolution, growth of Imperialism; Case study India	POWER & THE PEOPLE – beginnings of social and political change, growth of democracy, improvement in living and working conditions.	RELIGION/ETHICS –Slavery	CONQUEST/REVOLUTION – Growth of Imperialism, causes of the First World War.	POWER & THE PEOPLE – Abolition of Slavery	RELIGION/ETHICS –Slavery, Causes of the First World War.						
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 cause and consequence and the significance of the key events of the late early modern and modern period; political, social and economic change. The short and long term impact of these events on the future of Britain and the wider world context. They will understand the nature of historical change, the rate and extent of change. Students will develop an understanding of continuity within the period.			Students will extend and deepen their chronological understanding of the period and throughout this use the key historical concepts of cause and consequence and the significance of the key events of the late early modern and modern period; revolution & the growth of democracy, social change and slavery. The short and long term impact of these events will be explored and the impact this had on the future of Britain and the wider world context. They will understand the nature of historical change, the rate and extent of change. Students will develop an understanding of continuity within the period.			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 the key events of the late early and early modern period; the growth of Imperialism, the abolition of slavery and the causes of the First World War. The short and long term impact this had on the future of Britain and the wider world context will be thoroughly considered. They will understand the nature of historical change, the rate and extent of change. Students will develop an understanding of continuity within the period.								
Skills	Construct relevant, structured and essentially supported written work.	Use evidence and evaluating evidence.	Develop own hypothesis and conclusions	Evaluate different interpretations	Use historical terms and concepts.	Construct relevant, structured and essentially supported written work.	Use evidence and evaluating evidence	Develop own hypothesis and conclusions	Evaluate different interpretations about the past.	Use historical terms and concepts.	Construct relevant, structured and essentially 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	Skills: Explain what caused the Industrial Revolution?			Skills: “Britain was close to Revolution”. How far do you agree?			Skills: Explain why Slavery was abolished?								
	Knowledge: 10 question knowledge test			Knowledge: 10 question knowledge test			Knowledge: 10 question knowledge test								