

# Long Term Plan Year 8 History

Subject driver - "The more you know about your past, the better you are prepared for your future" - Theodore Roosevelt

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject driver	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	What was the Slave Trade and why was it abolished?	<ul style="list-style-type: none"> <li>*African civilisations before slavery</li> <li>* Trade triangle</li> <li>*Middle Passage</li> <li>* Slave Auction</li> <li>* Plantation life</li> <li>* Escape, rebellion and resistance</li> <li>*Abolition movement</li> </ul>	<p>Cause, consequence and significance.</p> <p>Sources, evidence, interpretations, bias, reliability, evaluation.</p>	Understanding of Britain's role; understanding the connections modern Britain has with the USA and the Caribbean.	'Primitive Africa'; Enslaved Africans didn't fight back; Slavery ended in 1807 – its continuation in the British Empire until 1833, and longer elsewhere		P2 - Elizabeth	Interpretations Step 5: They have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past but cannot explain purpose beyond this.	Tolerance; Students can help prevent future atrocities; rule of law	Understand Britain's role in negative aspects of world History. Context for Black Lives Matter movement.	Balanced judgements essential for law, accountancy and finance.
2	The British Empire & depth study of India	<ul style="list-style-type: none"> <li>*Origins of the British Empire &amp; Establishment of the 13 colonies</li> <li>*Trade and its protection</li> <li>* Smugglers, Privateers and Pirates</li> <li>*East India Company</li> <li>*Decline of the Mughal Empire</li> <li>*Benefits and drawbacks of the Empire for Britain</li> <li>*Indian rebellion of 1857</li> <li>* Zulu War and the Boer War</li> </ul>	<p>Cause, consequence and significance.</p> <p>Sources, evidence, interpretations, bias, reliability, evaluation.</p>	Cultural links and understanding of the British Commonwealth today	'Primitive uncivilised nations'; Pirate Vs privateers; Trade being used a method of control	KS2 - The Victorians	P2 - Elizabeth	Causation and consequence Step 7: Learners are becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened.	Individual liberty; mutual respect	Understanding how Britain's role in the world increased, and also fell.	Travel and tourism, museums, libraries, archaeology, History teaching
3	How did the Industrial Revolution change Britain?	<ul style="list-style-type: none"> <li>* Canals and railways</li> <li>* Growth of factories and cities</li> <li>* The cotton industry</li> <li>* Mining</li> <li>* Fear of technology –</li> </ul>	<p>Cause, consequence and significance.</p> <p>Sources,</p>	Links to modern Britain today	All change is positive; divisions between rich and poor	KS2 - The Victorians	Yr 12 - Stalin's Russia; Industrialisation	<b>Causation and consequence Step 7:</b> Learners are becoming confident in forming a causal picture using information that they	Individual liberty; mutual respect		Travel and tourism, museums, libraries, archaeology, History

		<p>machine breaking</p> <p>*Population boom</p> <p>*Impact on living conditions</p>	<p>evidence, interpretations, bias, reliability, evaluation.</p>					<p>are given and can construct a sound explanation of why something happened.</p>			<p>teaching</p>	
4	<p>How did the Enlightenment impact science and society?</p>	<p>* Common diseases due to overcrowding and poor sanitation</p> <p>* Lack of access to medical care</p> <p>* Cholera – Broad Street pump / Dr Snow</p> <p>* Pasteur &amp; Germ Theory</p> <p>* Improvements in surgery</p> <p>* Improvements in nursing &amp; hospital care</p> <p>* The Royal Society</p>	<p>Cause, consequence and significance.</p> <p>Sources, evidence, interpretations, bias, reliability, evaluation.</p>	<p>Links to modern Britain; the societal impact of changes that scientists had to</p>	<p>The fight for new ideas to be believed; level of control the Church had on science;</p>		<p>Yr 10 - MTT</p>	<p><b>Evidence Step 7:</b> Learners can make supported inferences about the past by using a source and the detail contained within it.</p>	<p>Tolerance of Faith and beliefs; Democracy</p>	<p>Context for structure and</p>	<p>Investigation skills relevant for journalism, the police, market/ TV/government researcher.</p>	
5	<p>Getting the Vote</p>	<p>* elections in c1800 and why people criticised them: Rotten boroughs, franchise, electoral practices, etc.</p> <p>* The 1832 Reform Act and the extent of its influence</p> <p>* The 1867 and 1884 Reform Acts and their influence; Secret Ballot Act</p> <p>* Victorian attitudes towards women.</p> <p>* Suffragette and suffragist demands and their tactics</p> <p>* Resistance to votes for women and the suffrage movement</p> <p>* Role of women in WWI &amp; WWII</p>	<p>Cause, consequence and significance.</p> <p>Sources, evidence, interpretations, bias, reliability, evaluation.</p>	<p>Deepening understanding of who holds power and the</p>	<p>Men can be feminists; stereotypes of women; Suffragettes having a positive impact on gaining female suffrage; suffragettes as terrorists</p>	<p>Victorians</p>	<p>Yr 9 WWI &amp; WWII</p>	<p>Developing concept of democracy is important to: Weimar and Nazi Germany, 1918–1939</p>	<p><b>Change and continuity Step 7:</b> Learners can use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent).</p>	<p>Democracy; individual liberty; Rule of Law;</p>	<p>The fight for to gain change from the privileged elite;</p>	<p>Travel and tourism, museums, libraries, archaeology, History teaching</p>
6	<p>Hull (the localities) Through Time</p>	<p>* Roman Hull/Humber area</p> <p>Medieval Hull</p> <p>* Abolition of monasteries - Pilgrimage of Grace</p> <p>* William Wilberforce &amp; Abolition of Slavery</p> <p>* Amy Johnson</p> <p>* Headscarf Women</p> <p>* Hull &amp; the blitz in WWII</p>	<p>Thematic study</p> <p>Cause, consequence and significance.</p> <p>Sources, evidence, interpretations, bias, reliability, evaluation.</p>	<p>Understanding the roots of how Hull has been involved in main events of History.</p>	<p>Negative view of Hull's role.</p>		<p>Pre-1066 civilizations;</p>		<p><b>Evidence Step 7:</b> They are able to formulate questions that are loosely based on a line of enquiry, but struggle to explain why this would be an important question to answer.</p>		<p>Role models and how individuals from the locality contributed to the improvement of society.</p>	<p>Investigation skills relevant for journalism, the police, market/ TV/government researcher.</p>

