



### Learning Aims and Curriculum Intent:

Pupils in Year 8 History continue to develop the skills of debate and oral and written argument but are expected to support their points in greater detail than in Year 7, with reference to specific knowledge and historical facts. They continue to build their powers of source analysis, considering the context of sources (when they were written and what influenced them), their provenance (who wrote them and why), their tone and potential biases and their usefulness to historians. In Year 8 they transition from studying the Medieval World to the Early Modern World and increasingly encounter more global perspectives and cultures, considering concepts like race and empire. They are expected to address controversies such as colonialism and its role in shaping the British Empire and to weigh up interpretations of the past (historiography). Here they should increasingly appreciate the nuance in arguments and react in a balanced and academic manner. There are also opportunities to develop oracy and collaborative skills.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p><b>How did the world change in the 'Age of Exploration'?</b></p> <p><b>1. Why did the world 'open up' under the Tudors and Stuarts?</b></p> <ul style="list-style-type: none"> <li>The impact of the Reformation on the relationship between England and its neighbours</li> <li>Elizabethan maritime expansion and the origins of the British Empire in the Americas in the 16<sup>th</sup> and 17<sup>th</sup> centuries</li> <li>The changing attitudes of British people to those of African descent, including the development of the Transatlantic slave trade</li> <li>Changing interpretations this 'age of discovery'</li> </ul> <p><b>2. What made Akbar 'the Great'?</b></p> <ul style="list-style-type: none"> <li>The Mughal Empire under Akbar the Great and his successors</li> <li>Literary, religious and cultural developments in sixteenth-century India.</li> <li>Comparisons with Elizabethan England</li> <li>Changing interpretations of India in the 16<sup>th</sup> and 17<sup>th</sup> centuries</li> </ul>	<p>What is causation in history? What has impact on other developments?</p> <p>Evaluating the extent of continuity and change; establishing turning points in History</p> <p>Historians' interpretations: understanding these and considering why they change over time.</p> <p>Historical perspectives: understanding why people in the past thought and acted differently.</p> <p>Significance of key individuals such as Elizabeth I and Akbar the Great.</p>	<p>Retrieval quizzes to build knowledge acquisition and understanding.</p> <p>A source-based assessment on England</p> <p>An essay on the enquiry question: Why did the world 'open up' under the Tudors and Stuarts?</p> <p>Group oracy task: pupils conduct a group presentation on the extent to which Elizabethan England and Mughal India were 'golden ages'</p>
Lent	<p><b>To what extent was the British Empire a force for good?</b></p> <p><b>1. How and why did the British Empire develop?</b></p> <ul style="list-style-type: none"> <li>Interpretations of Empire over time</li> <li>The development and chronology of the British Empire in the 17<sup>th</sup> and 18<sup>th</sup> centuries</li> <li>The development and chronology of the British Empire in the 19<sup>th</sup> and 20<sup>th</sup> centuries</li> <li>Case Study: The Transatlantic Slave trade</li> </ul> <p><b>2. To what extent was the British Empire a force for good?</b></p> <ul style="list-style-type: none"> <li>The impact of the British Empire: Case studies</li> <li>The impact of the British Empire on Britain</li> <li>Independence and the legacy of British rule Interpretations of Empire over time</li> <li>Interpretations of Empire over time</li> </ul>	<p>Appreciating and understanding historians' interpretations and perspectives and how they have changed/how they reflect their culture.</p> <p>Developing an argument of significance.</p> <p>Understanding change and continuity in history.</p>	<p>Retrieval quizzes to build knowledge acquisition and understanding.</p> <p>Essay: To what extent was the British Empire a force for good?</p> <p>Source-based questions on the development of the British Empire</p>

<b>Trinity</b>	<p><b>How has migration changed Britain?</b></p> <p><b>1. Why have people migrated to Britain?</b></p> <ul style="list-style-type: none"> <li>• Medieval migration: Saxons, Vikings and Normans</li> <li>• Fleeing conflict &amp; persecution: Huguenots, Jews</li> <li>• Post-war migration including Windrush</li> <li>• Britain and the European Union</li> </ul> <p><b>2. How has migration changed Britain?</b></p> <ul style="list-style-type: none"> <li>• The political, economic and cultural impact of migration in the 20<sup>th</sup> and 21<sup>st</sup> centuries</li> <li>• Debates around migration</li> </ul>	<p>What is causation in history? What has impact on other development?</p> <p>Evaluating the extent of continuity and change.</p> <p>Evaluating the extent of continuity and change.</p> <p>Appreciating and understanding historians' interpretations</p>	<p>Blended assessment (sources and a short essay response) on migration to Britain from 1500-1900.</p> <p>Individual oracy task: pupils create a podcast on the impact of migration on modern Britain</p>
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<b>Examples of Homework</b>	<p>Extended reading task on Joint Stock Companies followed by pupils annotating a map of the world to show changing patterns of English trade by 1630? Students create a promotional poster encouraging migration to Virginia or New England in the 1630s. Practice paragraph writing on the impact of the Reformation on England's relationship with the wider world.</p>	
<b>Key terminology</b>	<p>Colony; Empire; Dynasty; Annex; Reformation; Protestant; Catholic ; Church of England; Succession; Inflation; Plantation; Renaissance; Circumnavigation; Maritime ; Privateer; Immigrant; Refugee; Huguenot; Migration; Indigenous; Historiography.</p>	
<b>Super-curricular enrichment and scholarly extension</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Elizabethan Drama (e.g. Shakespeare in English); <i>How to be a Tudor: A Dawn-to-Dusk Guide to Everyday Life</i> by Ruth Goodman; <i>Black and British: A Short Essential History</i>, David Olusoga; <i>Black Tudors</i>, Miranda Kaufmann; <i>The British Empire: A Very Short Introduction</i> by Ashley Jackson, <i>The House of Arden</i>, E Nesbit; <i>A Traveller in Time</i>, Alison Uttley.</li> <li>• <b>Watch:</b> Empire (BBC: Jeremy Paxman); Black and British, a forgotten History (David Olusoga); History's Greatest Fibs: The Reformation (Lucy Worsley); <i>Elizabeth</i> and <i>Elizabeth: The Golden Age</i> (1999 &amp; 2003, starring Cate Blanchett).</li> <li>• <b>Listen:</b> BBC School Radio The Tudors; Homeschool History Mary Queen of Scots.</li> <li>• <b>Visit:</b> The British Museum (Collecting and Empire Trail); Royal Maritime Museum, Greenwich; Jack the Ripper Museum, Whitechapel; The National Portrait Gallery; Queen Elizabeth's Hunting Lodge, Chingford.</li> </ul>	
<b>Useful websites</b>	<p><a href="https://www.historylearningsite.co.uk/">https://www.historylearningsite.co.uk/</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zx3fnbk">https://www.bbc.co.uk/bitesize/topics/zx3fnbk</a>  <a href="https://www.migrationwatchuk.org/briefing-paper/48/a-summary-history-of-immigration-to-britain">https://www.migrationwatchuk.org/briefing-paper/48/a-summary-history-of-immigration-to-britain</a>  <a href="https://webarchive.nationalarchives.gov.uk/ukgwa/20220222071432/https://www.nationalarchives.gov.uk/education/empire/">https://webarchive.nationalarchives.gov.uk/ukgwa/20220222071432/https://www.nationalarchives.gov.uk/education/empire/</a>  <a href="https://www.rmg.co.uk/stories/queen-elizabeth-i">https://www.rmg.co.uk/stories/queen-elizabeth-i</a></p>	
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