

History

History fires students' curiosity to ask questions and know more about Britain's past and that of the wider world. Students are encouraged to develop a chronological knowledge of British history that will enable them to make sense of the narrative of our country over the past 1000 years. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present. We aim for students to know our past but also to challenge the interpretations of the past and to be able to question our understanding of what Britishness means.

Year 8 History

Term One

Content of study	Tudor Empire– causation study
What are the aims and objectives of this term?	To what extent did the Tudors lay the foundations for the British Empire? • What was the Tudor vision for a United Kingdom? • Exploration in the 15th / 16th century • Why did Elizabethan courtiers explore the globe? • What happened to the lost colony of Roanoke? • Why was Jamestown more successful than Roanoke? • Why did the Tudor's religious legacy cause more English colonisation across the globe? • How diverse was Tudor England? • How did 'Britishness' develop through the creation of Empire? • How was a United Kingdom formed alongside an Empire?
What previous knowledge is required?	Knowledge of English monarchical power is important to understand the full context of the Tudor Empire. This is studied conceptually in year 7 (e.g. heir, dynasty, role of parliament, royal prerogative). An understanding of the importance of religion in the Early Modern period is also required.
How will this term's content help with future learning?	The study aims to meld motivating factors with the actions of the Tudor dynasty in explaining how the foundations of an Empire began to be visible as early as the 16th century. The knowledge gained in the enquires will support future sequences such as - African Kingdoms - Modern World - KS4 topic of Crime and Punishment and Early Elizabethan England
Resources	<u>YouTube</u> Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured
Links to the national curriculum/specification	The DfE National Curriculum for KS3 History states that students should be able to: • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have

	shaped this nation and how Britain has influenced and been influenced by the wider world - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses National Curriculum Subject Guidance Link - The development of Church, state and society in Medieval Britain 1066-1509 - the development of Church, state and society in Britain 1509-1745 - ideas, political power, industry and empire: Britain, 1745-1901 - challenges for Britain, Europe and the wider world 1901 to the present day https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study
Assessments	Students will be assessed on the enquiry question: To What Extent is the UK 'united'? The following assessment objectives will be assessed: - Assessment Objective 1 - to demonstrate knowledge and understanding of the key features and characteristics of the period studied - Assessment Objective 2 – explain and analyse historical events and periods studied using second-order historical concepts, including Explain why (causation); Consequence (results); and Change (x different to y). Questions will be designed according to the following stems (similar to that found in GCSE History examinations): - To what extent ... Knowledge Tests will also be used to assess students in order to consolidate core knowledge and historical terminology.
Term Two	
Content of study	African Kingdoms
What are the aims and objectives of this term?	Providing students with a window into other areas of the world, African Kingdoms allow for a study of contrasting political systems to those that are experienced in Europe. For example, including the matrilineal roles and society of the Asante Kingdom as well as the cultural and economic powerhouse of the Kingdom of Benin.
What previous knowledge is required?	Contextual knowledge of European exploration and native societies. Both the kingdoms of Benin and Asante will clash with British imperialism, thus contextual knowledge behind the rise of the British Empire is of significant importance.
How will this term's content help with future learning?	Understanding of Imperialism and Africa will play heavily into the studies of WW1 (first shots of the war fired in Africa) as well as the events of the 20 th century, including World War Two, the Cold War and Modern World studies.
Resources	<u>YouTube</u> Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured

Links to the national curriculum/specification	The DfE National Curriculum for KS3 History states that students should be able to: • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses National Curriculum Subject Guidance Link Study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century] https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study
Assessments	The following assessment objectives will be assessed: • Assessment Objective 1 - to demonstrate knowledge and understanding of the key features and characteristics of the period studied • Assessment Objective 2 – explain and analyse historical events and periods studied using second-order historical concepts, including Explain why (causation); Consequence (results); and Change (x different to y). Questions will be designed according to the following stems (similar to that found in GCSE History examinations): • Explain one way..... • Explain why.... Knowledge Tests will also be used to assess students in order to consolidate core knowledge and historical terminology.
Term Three & Four	
Content of study	Industrial Maidstone
What are the aims and objectives of these terms?	<i>Students are to examine a topic of local history after being informed of the wider developments in Britain as a result of the Industrial Revolution. The scheme is designed to provide a mirror on student's current location, explaining the reasoning for specific institutions that have played roles in Maidstone's history, namely the prison, workhouses and asylum.</i> <i>How did Britain change as a result of the Industrial Revolution?</i>

	• <i>What caused the movement of population to the cities?</i> • <i>What was life like in Industrial Britain?</i> • <i>How fair was Industrial Britain?</i> <i>Industrial Maidstone</i> • <i>How 'industrial' was Maidstone?</i> • <i>What were the challenges to public health in Maidstone?</i> • <i>What was Maidstone prison like in the Industrial Period?</i> • <i>How were criminals punished in Maidstone?</i> • <i>How effective was law enforcement in Industrial Maidstone?</i> • <i>How were the most vulnerable cared for in Industrial Maidstone?</i>
What previous knowledge is required?	The knowledge taught in Year 7 about how people lived in the Medieval and Tudor world will provide a good context to start this topic.
How will this term's content help with future learning?	This topic prepares students for Paper 1 GCSE (Whitechapel in 19th Century & Crime and Punishment in the Industrial era) by understanding the context of period which is crucial for the skills at GCSE, but also some of the specific topics such as Met Police, Prisons and Jack the Ripper. Skills taught in this scheme should also allow more confidence with source utility, particularly understanding the content of sources and having enough knowledge to challenge/support accuracy of source content.
Resources	Archive material from Kent Archives, Maidstone Museum, Maidstone Prison
Links to the national curriculum/specification	National Curriculum Subject Guidance Link • How Britain has influenced and been influenced by the wider world • Ideas, political power, industry and empire: Britain, 1745-1901 https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study
Assessments	• Assessment Objective 1 - to demonstrate knowledge and understanding of the key features and characteristics of the period studied • Assessment Objective 2 – explain and analyse historical events and periods studied using second-order historical concepts, including Explain why (causation); Consequence (results); and Change (x different to y). • Assessment Objective 3 – Analysis of source utility. Questions will be designed according to the following stems (similar to that found in GCSE History examinations): • How useful are these sources ... Knowledge Tests will also be used to assess students in order to consolidate core knowledge and historical terminology.
Term Five & Six	
Content of study	World War One
What are the aims and objectives of this term?	To imbue students with both the knowledge of a historical event that led to social, military and political change. Whilst also ensuring the practice of a variety of key historical skills.

	<u>Key Questions</u> • What were the long term causes of World War One? • What were the short term causes of World War One? • How did both long term and short term causes of the war create conflict between the nations of Europe? • Why did soldiers join the army and how effective was British recruitment? • What was life like for soldiers living and fighting within the trenches? • How did the British Empire assist during the First World War? • What were the causes and consequences of the Battle of the Somme? <u>Historical Skills:</u> • The ability to recognise change and continuity through the study of an extended period of history. • To examine and interact with historical interpretations, identifying and challenging different perspectives. • To be able to infer key details about time periods from the use of sources. • To be able to confidently identify causes, events and consequences through the construction of historical narrative.
What previous knowledge is required?	Contextual knowledge about the British Empire and the causes and consequences of Imperialism. • How and why did Britain create an Empire? • What were the consequences of Imperialism on colonised nations? Background understanding of the links between Britain and other European nations. • How were the British, German and Russian thrones interlinked? Background and understanding of the British military in the early 20th century. • Dominance of the Navy in British military discussions. • Importance of the balance of power.
How will this term's content help with future learning?	This unit focuses on a variety of skills that are vital to the discipline of history. An understanding of the impact of the First World War also plays into a number of other topics including migration (as a result of the link to social change). Students in Year 9 learn about other 20th century events, including the international situation and warfare following the First World War, the rise of fascism in Germany and the conflict of the Second World War. Additionally, an understanding of the wider experiences on the Western Front will aid the understanding of the problems faced by Weimar Germany post 1918. This will be vital to studying Edexcel GCSE History Weimar and Nazi Germany, 1918 -1939 (Paper 3) which is taught in Term 1 of Year 11.
Resources	Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos: https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zk26n39
Links to the national curriculum/specification	The DFE National Curriculum for History aims to ensure that all pupils: • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have

	shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stage 3. • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. National Curriculum Subject Guidance Link: • challenges for Britain, Europe and the wider world 1901 to the present day • a local history study https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study
Assessments	For the end of year assessment, students will sit an hour-long assessment with questions based on the corresponding GCSE Assessment Objectives: • Assessment Objective 1 - to demonstrate knowledge and understanding of the key features and characteristics of the period studied • Assessment Objective 2 – explain and analyse historical events and periods studied using second-order historical concepts, including Explain why (causation); Consequence (results); and Change (x different to y). • Assessment Objective 3 - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. • Assessment Objective 4 - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Revision Resources can be found in the class group in Microsoft Teams. Students will also be directed towards relevant revision websites: World War One - KS3 History - BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/z4crd2p Weekly Knowledge Tests will assess lesson learning and knowledge retention on each key topic

	Students will also be assessed on a research project examining the impact of World War One on Maidstone and the surrounding areas.
Term Five & Six	
Content of study	World War One
What are the aims and objectives of this term?	To imbue students with both the knowledge of a historical event that led to social, military and political change. Whilst also ensuring the practice of source utility skills. <u>Key Questions:</u> • What caused WW1? • Why did some men join up and others refuse to fight? • What were the true events of the Christmas truce and how were they received? • How accurate are sources in relation to the Battle of the Somme? • What do sources suggest about improvements to medicine during WW1? • What roles did women fulfil during the First World War? • What do sources suggest about the politicisation of women during the First World War? • What caused the armistice and led to the end of the Great War? • What contributed to the key terms of the Treaty of Versailles? <u>Historical Skills:</u> • The ability to recognise change and continuity through the study of an extended period of history. • To use knowledge to challenge/support the utility of sources. • To be able to infer key details about time periods from the use of sources. • To be able to confidently utilise sources to gather content and information that informs the historian.
What previous knowledge is required?	Contextual knowledge about the British Empire and the causes and consequences of Imperialism. • How and why did Britain create an Empire? • What were the consequences of Imperialism on colonised nations? Background understanding of the links between Britain and other European nations. • How were the British, German and Russian thrones interlinked? Background and understanding of the British military in the early 20th century. • Dominance of the Navy in British military discussions. • Importance of the balance of power.
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