Cornwallis Academy
Ambitions for All

SMILE
SUCCESSFUL | MOTIVATED | INSPIRED | LEARNING | EXCITED & ENGAGED

Year 8 History

Term 1: Tudor Empire

Learning Objectives

- 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?

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

- Modern World
- KS4 topic of Crime and Punishment and Early Elizabethan England

Common Misconceptions

Students sometimes struggle to place the geographical location of the colonies within the modern American continent; this also plays into difficulties in understanding the existence of native American tribes within modern day America as there is little within modern discourse about such people.

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
- the development of Church, state, and society in Britain 1509-1745
- 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

Term 2: Empire

Learning Objectives

- How did 'Britishness' develop through the creation of Empire?
- How was a United Kingdom formed alongside an Empire?
- How did the British Empire change in the 20th Century?
- What are the legacies of the British Empire?
- Why are the legacies of the British Empire argued over?

What previous knowledge is required?

Contextual knowledge of European exploration and native societies. Students would have come across these topics when looking at the Tudor Empire and beginnings of early colonisation.

How will this term's content help with future learning?

Understanding of Imperialism will link with WW1 (first shots of the war fired in Africa) as well as the events of the 20th century, including World War Two, the Cold War and Modern World studies.

Common Misconceptions

Students struggle to separate the terms England and United Kingdom, getting students to use these terms in their specific contexts would show that they are able to utilise key vocabulary.

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Term 3 & 4 Industrial Revolution & Industrial Maidstone

Learning Objectives

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.

How did Britain change as a result of the Industrial Revolution?

- What caused the movement of population to the cities?
- What was life like in Industrial Britain?
- How fair was Industrial Britain?

Industrial Maidstone

- How 'industrial' was Maidstone?
- What were the challenges to public health in Maidstone?
- What was Maidstone prison like in the Industrial Period?
- How were criminals punished in Maidstone?
- How effective was law enforcement in Industrial Maidstone?
- How were the most vulnerable cared for in Industrial Maidstone?

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?

Topic allows for students to understand the political, social, and economic power of Britain prior to the two major conflagrations of the 20th century.

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.

Common Misconceptions

Students are likely to find such a source intensive unit as challenging, particularly the skill of cross referencing a number of different sources and using what they have gleaned to answer enquiry questions about Maidstone.

National Curriculum / Specification

- a local history study
- ideas, political power, industry, and empire: Britain, 1745-1901

Term Five & Six World War One

Learning Objectives

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.

Key Questions

- 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?
- How did WW1 end?

Historical Skills:

- 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.

Common Misconceptions

Students often find it challenging to talk confidently about the various empires involved in WW1, particularly as the Russian Empire was allied with Britain and due to Empires such as Austria-Hungary no longer existing.

National Curriculum / Specification
• challenges for Britain, Europe, and the wider world 1901 to the present day • a local history study