

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?	*African civilisations before slavery * Trade triangle *Middle Passage * Slave Auction * Plantation life * Escape, rebellion and resistance *Abolition movement	Cause, consequence and significance. Sources, evidence, interpretations, bias, reliability, evaluation.	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	*Origins of the British Empire & Establishment of the 13 colonies *Trade and its protection * Smugglers, Privateers and Pirates *East India Company *Decline of the Mughal Empire *Benefits and drawbacks of the Empire for Britain *Indian rebellion of 1857 * Zulu War and the Boer War	Cause, consequence and significance. Sources, evidence, interpretations, bias, reliability, evaluation.	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	* Canals and railways * Growth of factories and cities * The cotton industry	Cause, consequence and significance.	Links to modern Britain today	All change is positive; divisions between rich and poor	KS2 - The Victorians	Yr 12 - Stalin's Russia; Industrial	Causation and consequence Step 7: Learners are becoming confident in forming a	Individual liberty; mutual respect		Travel and tourism, museums, libraries,

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

		*Hull & the blitz in WWII	bias, reliability, evaluation.							of society.	researcher.
--	--	---------------------------	-----------------------------------	--	--	--	--	--	--	-------------	-------------