

## Year 8 History

In Year 8, students will study six units in history, from medieval England to the twentieth century. One of these units will be a study of the theme of popular protest through time. The range of these units will deepen students' knowledge of the medieval, early modern and modern eras from Year 7. Through studying these units, students will also develop their ability to think historically by creating arguments about cause and consequence, change and continuity, similarity and difference, historical significance and historical interpretations.

### Methods of deepening and securing knowledge:

<b>Revisiting prior learning</b>	Our history curriculum is designed to ensure that students regularly revisit themes and periods of time they have studied before. In Year 8, for example, most of the units include learning about the rights of the people and how they have been fought for. The study of King John will allow students to revisit their knowledge of medieval England from Year 7.
<b>Knowledge testing</b>	We have carefully selected the information that students should remember in the long term. Regular knowledge tests in lessons will allow students to practise remembering and using this knowledge, not just from Year 8 but from Year 7 too.

	Theme 1	Theme 2
<b>Topic(s)</b>	<p><b>May the force be with you</b></p> <p><u>Richard I and King John</u> In this unit students will deepen their understanding of medieval government and society from Year 7 by studying the reigns of King Richard I and King John. Students will study Richard's role in the Third Crusade and then the reasons why King John ended up in the crisis that led to the signing of Magna Carta.</p> <p><u>The English Civil War</u> The biggest test of the rights laid out in Magna Carta in English history was the clash between Charles I and Parliament in the 1640s. This unit will combine students' understanding of Magna Carta with their knowledge from Year 7 of religious change in the sixteenth century to consider the reasons why there was such a destructive civil war in England in the 1640s.</p>	<p><b>Inspiration</b></p> <p><u>Early America</u> In this unit students will learn about the history of North America from before it was discovered by Europeans, through to the American Revolution and the creation of the US Constitution and the Bill of Rights. Study will include the development of the Atlantic Slave Trade and the impact it had on the population of North America.</p> <p><u>The civil rights movement in the USA</u> Students will continue their study of American history by studying the struggle of black Americans for civil rights in the 1950s and 1960s. Students will focus on key moments in the civil rights struggle, such as the murder of Emmett Till and school integration at Little Rock and on the contributions of key leaders like Rosa Parks and Martin Luther King.</p>

Assessment	Students will write a narrative to tell the story of the reigns of Richard I and King John and the relationship between the two. Students will also write an essay answering the question: “Why did civil war break out in England in 1642?”	Students will write a narrative of early American history. They will also evaluate two historians’ interpretations of the role of Martin Luther King in the struggle for civil rights.
CEIAG <i>(Careers that are linked to that topic)</i>	This unit will build on students’ understanding of how historians create their interpretations by considering different historical interpretations of King John.	As well as developing students’ understanding of the role of historians, this unit will build their knowledge of what politicians do in different political systems by thinking about the powers of the US President, the US Congress, justices of the US Supreme Court and governors of US states.

Theme 3		Theme 4	
Topic(s)	<p><b>Changes</b></p> <p><u>Popular protest through time</u> Our study of popular protest through time will deepen students’ understanding of how people in Britain have fought for their rights since medieval times. Students will revisit their knowledge of the Barons’ Revolt against King John, the English Civil War and the women’s suffrage movement, but they will also study the Peasants’ Revolt, the Pilgrimage of Grace, the Jacobite Rebellion, protests in the nineteenth century and the Miners’ Strike.</p>	<p><b>Innovation and enterprise</b></p> <p><u>Experiences of the two world wars</u> In this unit students will build on their understanding of the two world wars from Year 7 by studying how different groups experienced the First and Second World Wars. Students will study the experiences of soldiers, officers, sailors, prisoners of war, conscientious objectors and people on the Home Front.</p>	
Assessment	Students will write an essay answering the question: “Who were Britain’s most successful protesters?”	Students will complete an end-of-year exam that will assess their knowledge from across Years 7 and 8.	
CEIAG <i>(Careers that are linked to that topic)</i>	Through studying different examples of protest through time, students will reflect on the roles of different groups in pushing for change, including politicians, lawyers, trade union leaders and other members of society.	This unit will continue to build students’ knowledge of different roles in the UK military, including the roles of soldiers, officers and sailors and the differences between them in an historical context.	

## Independent Study

Most of the independent study in Year 8 will be one of the following:

- Learning independent study, in which students will spend time committing important information to memory.
- “Meanwhile, elsewhere...” research tasks, which allow students to widen their knowledge of world history beyond what they learn in lessons.