

## Netherhall History Curriculum

Year group: 8

Key question: What made the modern world: industrialisation, imperialism or ideas?

	Term 1		Term 2		Term 3	
<b>Key enquiries</b>	<p>What caused the English Reformation?</p> <p>How successful was Elizabeth I in tackling the threat posed by Catholicism?</p>	<p>To what extent was Christopher Hill correct to call the English Civil War a class war?</p> <p>Looking at these 16 personal stories, what do you think mattered in the 17<sup>th</sup> century?</p>	<p>How far was Britain's cotton industry tied to slavery? What was Whitehaven's role in this?</p> <p>What can slave narratives tell us about life on the plantations?</p> <p>What is the legacy of the slave trade?</p>	<p>How did the Industrial Revolution move people?</p>	<p>Why did the British become empire builders?</p> <p>What impact did the empire have on the colonies?</p> <p>What factors caused the end of the British Empire?</p>	<p>What is the legacy of the British Empire?</p> <p>To what extent can we regard the 60s as a social revolution?</p>
<b>National Curriculum Links</b>	<p><b>NC2:</b> The development of Church, state and society in Britain 1509-1745</p> <p><b>NC6:</b> A local history study</p> <p><b>NC8:</b> at least one study of a significant society or issue in world history and its interconnection with other world development</p>	<p><b>NC1:</b> The development of Church, state and society in Medieval Britain 1066-1509</p> <p><b>NC6:</b> A local history study</p>	<p><b>NC8:</b> at least one study of a significant society or issue in world history and its interconnection with other world development</p> <p><b>NC6:</b> A local history study</p> <p><b>NC3:</b> Ideas, political power, industry and empire: Britain 1745-1901</p> <p><b>NC4:</b> Challenges for Britain, Europe and the wider world 1901 to the present day. 1c</p>	<p><b>NC3:</b> Ideas, political power, industry and empire: Britain 1745-1901</p>	<p><b>NC3:</b> Ideas, political power, industry and empire: Britain 1745-1901</p> <p><b>NC8:</b> at least one study of a significant society or issue in world history and its interconnection with other world development.</p>	<p><b>NC3:</b> Ideas, political power, industry and empire: Britain 1745-1901</p> <p><b>NC8:</b> at least one study of a significant society or issue in world history and its interconnection with other world development.</p>
<b>Content</b>	<ul style="list-style-type: none"> <li>Bridging the gap - What is the Renaissance?</li> <li>Black Tudors</li> <li>Criticisms of the Catholic Church</li> <li>Differences between Catholics and Protestants</li> <li>Reformation in Europe – Martin Luther's 95 Theses (complaints of the Catholic Church)</li> <li>Henry VIII's religion</li> <li>Tudor religious rollercoaster</li> <li>Local link – Mary Queen of Scots</li> <li>Spanish Armada</li> <li>Meanwhile, Elsewhere – Witchcraze</li> </ul>	<ul style="list-style-type: none"> <li><i>Bridging Gap</i> - Gunpowder Plot, James I, Parliament and Divine Right of Kings</li> <li>Charles I/Henrietta Maria (personalities and problems)</li> <li>Causes of the Civil War – religious, political, economic</li> <li>Siege of Carlisle Castle (1)</li> <li>Charles I execution (long-term impact to <i>bridge the gap</i>) (1)</li> <li>16 personal stories of individuals from the 17<sup>th</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>Bridging the gap (Origins of the Empire – 13 colonies, plantations, West Indies) Age of Discovery – Drake 13 colonies and first contact with India (British Empire link)</li> <li>Benin before 1700</li> <li>Slavery – transatlantic slave trade triangle, why?</li> <li>Local study – Whitehaven</li> <li>Middle passage</li> <li>Slave life on plantations</li> <li>Resistance to slavery – Haitian revolution</li> <li>Legacy – Britain, abolition, impact on Africa, Edward Colston</li> <li>Meanwhile Elsewhere – Catherine the Great</li> </ul>	<ul style="list-style-type: none"> <li>Bridging the gap - Origins of the Industrial Revolution (slavery, plantations, colonies etc, inventions)</li> <li>What was the Industrial revolution? British Empire – 1851 exhibition/what was it? Scope</li> <li>Technology</li> <li>Living conditions and public health</li> <li>John Snow and Cholera</li> <li>Working conditions</li> <li>Crime and Punishment</li> <li>Chartism</li> <li>Meanwhile, Elsewhere – French Revolution</li> </ul>	<ul style="list-style-type: none"> <li>British Empire – key terms, size and scope, why/how?</li> <li>What was India like before colonisation? - Mughal Empire</li> <li>EIC/Indian Mutiny</li> <li>Scramble for Africa</li> <li>African Resistance – Anglo-Zulu War</li> <li>De-colonisation</li> <li>Meanwhile, Elsewhere – Opium War in China</li> </ul>	<ul style="list-style-type: none"> <li>Legacy of the empire including (Edward Colston statue toppling)</li> <li>Commonwealth migration and experiences– Windrush</li> <li>Bristol Bus Boycott/ Notting Hill Race Riots and Notting Hill Carnival</li> <li>60s Pop culture</li> <li>Feminism</li> <li>Decriminalising homosexuality</li> <li>Time to reflect on the overarching question of the year</li> <li>Meanwhile Elsewhere – Stonewall Riot and its impact on the UK</li> </ul>
<b>Second-order concepts</b>	<ul style="list-style-type: none"> <li>Causation</li> <li>Consequence</li> </ul>	<ul style="list-style-type: none"> <li>Interpretations and causes</li> <li>Sources and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Historical significance</li> <li>Consequence</li> </ul>	<ul style="list-style-type: none"> <li>Sources and evidence</li> <li>Consequence</li> </ul>	<ul style="list-style-type: none"> <li>Causation</li> <li>Consequence</li> <li>Change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>Interpretations and significance</li> <li>Sources and evidence</li> </ul>

<p><b>Assessment</b> As well as more formal written pieces, assessment can include:</p> <ul style="list-style-type: none"> <li>Starters recapping knowledge</li> <li>Questioning</li> <li>Low stakes testing/quizzes</li> <li>Knowledge-based homework tasks</li> <li>Written responses</li> <li>Regular 10 mark knowledge – factual/substantive concepts to be completed and self-assessed.</li> </ul>	<ul style="list-style-type: none"> <li><i>Explain how the reformation developed throughout Europe.</i></li> <li>10 question fact test</li> <li>Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>To what extent was Christopher Hill correct to call the English Civil War a class war?</li> <li>10 question fact test</li> <li>Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>Explain the significance of the transatlantic slave trade.</li> <li>10 question fact test</li> <li>Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>The most significant impact of the Industrial Revolution was economic. How far do you agree?</li> <li>10 question fact test</li> <li>Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>Source question on decolonisation</li> <li>10 question fact test</li> <li>Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>Timeline assessment and key concept quiz</li> <li>To what extent can we call the 60s a social revolution?</li> <li>Spelling test</li> </ul>
<p><b>Common misconceptions</b> <i>Will be added to after standardisation and moderation meetings</i></p>	<ul style="list-style-type: none"> <li>Pupils struggle to remember the difference between Catholics and Protestants</li> <li>Pupils seem to centre in on Luther instead of thinking about other causes</li> </ul>	<ul style="list-style-type: none"> <li>Pupils find it difficult to understand Divine Right of Kings.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils tend to focus on more immediate impact.</li> </ul>	<ul style="list-style-type: none"> <li>We would like pupils to draw knowledge from previous units here but often pupils struggle to use their knowledge flexibly.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils seem to struggle with the chronology of the empire and how it links to slavery and the industrial revolution.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils tend to find it easier to explain the immediate impact.</li> </ul>
<p><b>Homework</b></p>	<ul style="list-style-type: none"> <li>Extended reading – Gombrich, A New Faith</li> <li>Extended reading -David Olusoga – Black Tudors</li> <li>Spelling test practice</li> </ul>	<ul style="list-style-type: none"> <li>Extended reading - Diane Purkis – Story of Lucy Hay</li> <li>Extended reading - Gombrich – An Unlucky King and a Lucky King</li> <li>Spelling test practice</li> </ul>	<ul style="list-style-type: none"> <li>Spelling test practice</li> <li>Extended reading - Frankopan – The road to New Worlds</li> <li>Extended reading - Excerpt from Olaudah Equiano book</li> <li>Extended reading - David Olusoga – Stuarts chapter</li> </ul>	<ul style="list-style-type: none"> <li>Spelling test practice</li> <li>Extended reading - Gombrich – Men and Machines</li> </ul>	<ul style="list-style-type: none"> <li>Spelling test practice</li> <li>Extended reading - David Olusoga - Victorians</li> </ul>	<ul style="list-style-type: none"> <li>Spelling test practice</li> <li>Extended reading - David Olusoga – The Twentieth Century</li> <li>Extended reading - Andrew Marr, The History of Modern Britain p251-262 on Roy Jenkins</li> </ul>
<p><b>Key words/Never Heard the Word Tier 3 vocabulary</b></p>	<ul style="list-style-type: none"> <li>Renaissance</li> <li>Indulgence</li> <li>Purgatory</li> <li>Reformation</li> <li>Monastery</li> <li>Catholic</li> <li>Protestant</li> <li>Theses</li> <li>Humanist</li> <li>Extremist</li> </ul>	<ul style="list-style-type: none"> <li>Civil War</li> <li>Puritans</li> <li>Ship Money</li> <li>Foreign policy</li> <li>Divine Right of Kings</li> <li>Absolutism</li> <li>Parliament</li> <li>Star chamber</li> <li>Remonstrance</li> <li>Compromise</li> </ul>	<ul style="list-style-type: none"> <li>Transatlantic</li> <li>Slavery</li> <li>Plantation</li> <li>Culture</li> <li>Middle Passage</li> <li>Abolition</li> <li>Resistance</li> <li>Legacy</li> <li>Age of discovery</li> <li>Colony</li> </ul>	<ul style="list-style-type: none"> <li>Industry</li> <li>Revolution</li> <li>Entrepreneur</li> <li>Chartism</li> <li>Capitalism</li> <li>Investment</li> <li>Labour</li> <li>Factory system</li> <li>Franchise</li> <li>Working class</li> </ul>	<ul style="list-style-type: none"> <li>Imperialism</li> <li>Patriotism</li> <li>Militarism</li> <li>Protectionism</li> <li>Decolonisation</li> <li>Resistance</li> <li>Nationalism</li> <li>Trade</li> <li>Evangelism</li> <li>Humanitarian</li> </ul>	<ul style="list-style-type: none"> <li>Legacy</li> <li>Windrush</li> <li>Migration</li> <li>Commonwealth</li> <li>Feminism</li> <li>Race riots</li> <li>Popular culture</li> <li>Independence</li> <li>Civil Rights Movement</li> <li>Environmentalism</li> </ul>
<p><b>Tier 2 vocabulary</b></p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>

<b>Career links (Unifrog)</b>	Links to historian / archivist– working with evidence and asking questions regarding reliability, potential bias etc. <a href="https://www.unifrog.org/student/careers/school-subjects/historian">https://www.unifrog.org/student/careers/school-subjects/historian</a> <a href="https://www.unifrog.org/student/careers/school-subjects/archivist">https://www.unifrog.org/student/careers/school-subjects/archivist</a>	Links to historian / archivist – working with evidence and asking questions regarding reliability, potential bias etc. <a href="https://www.unifrog.org/student/careers/school-subjects/historian">https://www.unifrog.org/student/careers/school-subjects/historian</a> <a href="https://www.unifrog.org/student/careers/school-subjects/archivist">https://www.unifrog.org/student/careers/school-subjects/archivist</a>  Links to the military. Visit to Carlisle Castle this half-term.	Links to law and order and legal representation - <a href="https://www.unifrog.org/student/careers/school-subjects/solicitor">https://www.unifrog.org/student/careers/school-subjects/solicitor</a> <a href="https://www.unifrog.org/student/careers/school-subjects/barrister">https://www.unifrog.org/student/careers/school-subjects/barrister</a>  Links to diplomatic service officer – how can you help to promote and protect British interests abroad? <a href="https://www.unifrog.org/student/careers/school-subjects/diplomatic-service-officer">https://www.unifrog.org/student/careers/school-subjects/diplomatic-service-officer</a>	Links to town planner – discussion of life in Industrial towns and modern-day Britain. <a href="https://www.unifrog.org/student/careers/school-subjects/town-planner">https://www.unifrog.org/student/careers/school-subjects/town-planner</a>	Links to law and order and legal representation - <a href="https://www.unifrog.org/student/careers/school-subjects/solicitor">https://www.unifrog.org/student/careers/school-subjects/solicitor</a> <a href="https://www.unifrog.org/student/careers/school-subjects/barrister">https://www.unifrog.org/student/careers/school-subjects/barrister</a>  Links to roles in humanitarian companies. Campaigners.	Links to historian / archivist – working with evidence and asking questions regarding reliability, potential bias etc. <a href="https://www.unifrog.org/student/careers/school-subjects/historian">https://www.unifrog.org/student/careers/school-subjects/historian</a> <a href="https://www.unifrog.org/student/careers/school-subjects/archivist">https://www.unifrog.org/student/careers/school-subjects/archivist</a>  Links to law and order and legal representation - <a href="https://www.unifrog.org/student/careers/school-subjects/solicitor">https://www.unifrog.org/student/careers/school-subjects/solicitor</a> <a href="https://www.unifrog.org/student/careers/school-subjects/barrister">https://www.unifrog.org/student/careers/school-subjects/barrister</a>
<b>Employability skills</b>	<b>Aiming high</b> Literacy Creativity Numeracy Leadership Independence <b>Listening</b> Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy <b>Creativity</b> Numeracy Leadership Independence Listening <b>Communication</b> Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership <b>Independence</b> Listening Communication Presenting Teamwork <b>Problem solving</b> Staying positive	Aiming high Literacy Creativity Numeracy Leadership <b>Independence</b> <b>Listening</b> <b>Communication</b> Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership <b>Independence</b> Listening Communication Presenting <b>Teamwork</b> Problem solving Staying positive	<b>Aiming high</b> Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork <b>Problem solving</b> Staying positive
<b>Notes/developments/standardisation comments</b>	<ul style="list-style-type: none"> <li>COMMENTS Oct 2021</li> <li>Pupils were able to explain the process of the reformation but struggled to explain how it developed. More work to be done on this next year.</li> <li>We found pupils struggled with understanding the difference between Protestant and Catholic so we have added this into our scheme for next year.</li> </ul>					