



Marshalls Park Academy - Curriculum Overview



Subject: History

Year Group: 8

Subject Leader: KMG

Year 8 historians will be given an over-arching enquiry question, which they will be expected to answer as part of their end of year exam; "How did revolutions transform Britain and the Rest of the World between 1492 – 1900?" Each topic is broken down in to a smaller enquiry to help students build the bigger picture in their minds. During this time, students will continue to develop their historiographical skills, which will create the foundations to make them successful historians. All assessments will focus on both current learning *and* learning from year 7.

| TERM 1 | TERM 2 | TERM 3 |
|---|--|--|
| <p style="text-align: center;">KNOWLEDGE</p> <ul style="list-style-type: none"> How much did the Tudors change beliefs in England? How far did the New World allow Spain to become the first Superpower? Why did the Spanish Armada fail? <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using secondorder1 historical concepts. AO3: Analyse, evaluate, and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <p>AO4: 4 Analyse, evaluate, and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> | <p style="text-align: center;">KNOWLEDGE</p> <ul style="list-style-type: none"> How much was the power of the Monarch challenged during the Stuart’s reign? How far did European colonisation change America 17th – 19th century? <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using secondorder1 historical concepts. AO3: Analyse, evaluate, and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <p>AO4: 4 Analyse, evaluate, and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> | <p style="text-align: center;">KNOWLEDGE</p> <ul style="list-style-type: none"> How far did Napoleon change France and the rest of the world? How did Africa, America and Britain change as a result of the Transatlantic Slave Trade? Did British colonialism help or hinder India? <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using secondorder1 historical concepts. AO3: Analyse, evaluate, and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4: 4 Analyse, evaluate, and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. |
| <p style="text-align: center;">KEY ASSESSMENTS</p> <p>HALF TERM 1 – Timeline test and assessed essay question on the Tudors.</p> <p>HALF TERM 2 – Historical based sources, multiple choice questions and interpretations based essay question on the failure of the Spanish Armada.</p> | <p style="text-align: center;">KEY ASSESSMENTS</p> <p>HALF TERM 1 – Assessed essay question on the Stuarts’ power.</p> <p>HALF TERM 2 – Mid-Year Review of learning. Multiple choice questions, timeline test, short essay.</p> | <p style="text-align: center;">KEY ASSESSMENTS</p> <p>End of Year exam – Students will be tested on every aspect of the curriculum learnt in year by answering the question: ‘ How did revolutions transform Britain and the Rest of the World between 1492 – 1900?’</p> |
| <p>Extended reading suggestions and links to external resources:</p> | | |
| <p><i>Anne Boleyn and Me (My Story)</i> by Alison Prince <i>An Indigenous Peoples’ History of the United States</i> by Jean Mendoza <i>Witches: The absolutely True Tale of Disaster in Salem</i> by Rosalyn Schanzer <i>The Red Necklace</i> by Sally Gardner <i>King George: What was his problem?</i> By Steve Sheinkin</p> | <p>https://meanwhileelsewhereinhistory.wordpress.com/ Britain 1509 -1745 - KS3 History - BBC Bitesize Britain and the wider world 1745 -1901 - KS3 History - BBC Bitesize</p> | |