

## Class 8- Navigator Curriculum - History/ 2 Lessons weekly

Year	2022 – 2023 Autumn 1 Unit 1	2022 – 2023 Autumn 2 Unit 2	2022 – 2023 Spring 1 Unit 3	2022 – 2023 Spring 2 Unit 4	2022 – 2023 Summer 1 Unit 5	2022 – 2023 Summer 2 Unit 6
Year 8	<p><b>Topic:</b> Challenges to the Catholic Church.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) Who are the Tudors?</li> <li>2) How is this era so important in British history?</li> <li>3) Who was Henry VIII?</li> <li>4) Who were his 6 wives?</li> <li>5) Why was the Church split and what into? Protestant and Catholic.</li> <li>6) What was the clothing style at the time?</li> <li>7) Compare lifestyles of the rich and poor.</li> </ol>	<p><b>Topic:</b> The English Civil War. 1642-1651.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What does the civil war entail? Define civil war.</li> <li>2) Who is Charles I?</li> <li>3) How did he die?</li> <li>4) What was the war about? (religion and money)</li> <li>5) How did it affect England and Scotland?</li> <li>6) Is this what Boris Johnson is doing? Yes!</li> <li>7) What is the dissolution of parliament, will it end the same way.</li> </ol>	<p><b>Topic:</b> Changing ideas 1660-1789</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) How did Charles II restore himself to the throne?</li> <li>2) What were the issues prior to his event?</li> <li>3) Bubonic plague returns? (100,000 killed) 1665</li> <li>4) Great fire of London was relevant how? (destroyed the plague) 1666</li> <li>5) Why was the slave trade regulated at this stage? 1672. What items were imported and exported.</li> <li>6) What is the Magna Carter? Why is it important? 1689</li> </ol>	<p><b>Topic:</b> The Slave trade</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) When did the slave trade begin?</li> <li>2) What countries were involved?</li> <li>3) What did they enslave the human beings for? (24 million in total)</li> <li>4) How did the slaves fight back?</li> <li>5) How were slaves treated?</li> <li>6) ‘Amazing grace’ was written for who? Does it have the same meaning today?</li> <li>7) What did the Colonisers do to ensure the Africans</li> </ol>	<p><b>Topic:</b> The British Empire</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is the British empire?</li> <li>2) Who is in charge now?</li> <li>3) With whom did it grow to its largest? (Victoria)</li> <li>4) What countries was Victoria empress of?</li> <li>5) How did India, Beijing and Africa help make the UK the wealthiest country?</li> <li>6) Who has the jewel of Africa?</li> <li>7) What does the UK take from these countries?</li> </ol>	<p><b>Topic:</b> Industrial revolution</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1) What is the industrial revolution?</li> <li>2) What is agriculture? How did this change?</li> <li>3) How did Industry change?</li> <li>4) How did transport and communication change?</li> <li>5) How did population within major cities grow? Why?</li> <li>6) Discovery of the atom, creation of battery, lamp, photography, sewing machine(singer), machine guns, dynamite, laws on genetics, typewriter.</li> </ol>

**Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

	<p><b>Key skills and knowledge:</b></p> <p>Use a wide range of different evidence to collect evidence about the past.</p> <p><b>Assessment outcomes:</b></p> <p>Retells details of an historical story (P9)</p> <p>Identifies differences in features from the past and the present (P10)</p> <p><b>Pre and post topic assessments.</b></p>	<p><b>Key skills and knowledge:</b></p> <p>Find and analyse a wide range of evidence about the past.</p> <p><b>Assessment outcomes:</b></p> <p>Can name a famous historic event (P9)</p> <p>Identifies some things from the past that have caused change in their own area (P10)</p> <p><b>Pre and post topic assessments.</b></p>	<p><b>Key skills and knowledge:</b></p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p><b>Assessment outcomes:</b></p> <p>Names characters in an historical story (P9)</p> <p>Gives adequate answers to questions (P10)</p> <p><b>Pre and post topic assessments.</b></p>	<p>remained slaves after the abolishment of the slave trade?</p> <p><b>Key skills and knowledge:</b></p> <p>Accurately use dates and terms to describe historical events.</p> <p><b>Assessment outcomes:</b></p> <p>Pupils begin to write simple sentences independently (P9)</p> <p>Uses an historical vocabulary like long ago, then, old, new, next, after, last, began (P10)</p> <p><b>Pre and post topic assessments.</b></p>	<p>8) Was the empire based on racism? Edward Said (1978)</p> <p><b>Key skills and knowledge:</b></p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p><b>Assessment outcomes:</b></p> <p>Can name a famous historic event. (P9)</p> <p>Names the period of history studied (P10)</p> <p><b>Pre and post topic assessments.</b></p> <p>.</p>	<p>7) Education for children.</p> <p><b>Key skills and knowledge:</b></p> <p>Understand how some historical events/periods occurred concurrently in different locations, e.g. The great fire of London and Ancient Egypt.</p> <p><b>Assessment outcomes:</b></p> <p>Pupils can describe objects in simple terms (P9)</p> <p>Communicates knowledge orally (P10)</p> <p><b>Pre and post topic assessments.</b></p>
<p>Links to Gatsby Benchmarks:</p>	<p><b>Gatsby Benchmark</b></p> <p>7. Encounters with further and higher education. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></p> <p>6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p>