

Class 8- Explorer Curriculum - History/2 Lessons weekly

Year	2025 – 2026 Autumn 1 Unit 1	2025 – 2026 Autumn 2 Unit 2	2025 – 2026 Spring 1 Unit 3	2025 – 2026 Spring 2 Unit 4	2025 – 2026 Summer 1 Unit 5	2025 – 2026 Summer 2 Unit 6
Year 8	<p>Topic: Roman Britain</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <ol style="list-style-type: none"> 1) How did the Roman Empire become so powerful? <ul style="list-style-type: none"> • How Rome began. • How Rome became a Republic. • The Punic Wars. • Julius Caesar and dictatorship. 2) Who was Julius Caesar? <ul style="list-style-type: none"> • He was a renowned general, politician and scholar in ancient Rome. • He conquered the vast region of Gaul and helped initiate the end of the Roman Republic when he became dictator of the Roman Empire. 	<p>Topic: Roman Britain</p> <p>Key Questions:</p> <p>Key skills and knowledge:</p> <ol style="list-style-type: none"> 6) How did the Romans change Britain? <ul style="list-style-type: none"> • Roman towns, cities and buildings. • Roman roads. • Government and taxes. • Roman plumbing and sewage. 7) What did the Romans believe? <ul style="list-style-type: none"> • Paganism in Britain. • Roman gods. • The Emperor Constantine's dream. • Christianity in Britain. 8) How were Roman beliefs similar to those of the Ancient Greeks? <ul style="list-style-type: none"> • Similarities in beliefs - 	<p>Topic: Vikings and Anglo-Saxons</p> <p>Key Questions:</p> <p>Key skills and knowledge:</p> <ol style="list-style-type: none"> 1) Who were the Vikings? <ul style="list-style-type: none"> • In this lesson, we will learn about where the Vikings came from, who they were and what they believed in. 2) What were the Viking raids? <ul style="list-style-type: none"> • In this lesson, we will learn about the first Viking raid, the Anglo-Saxon reaction to the raids and why the Vikings were feared. 3) What was the Danelaw? <ul style="list-style-type: none"> • In this lesson, we will learn about how the Anglo-Saxons and Vikings co-existed, how King Alfred defeated the 	<p>Topic: Vikings and Anglo-Saxons</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <ol style="list-style-type: none"> 4) What was life like in Viking Britain? <ul style="list-style-type: none"> • In this lesson, we will learn about Viking settlements, the roles of men and women and the Viking laws. 5) How did England become a unified country? <ul style="list-style-type: none"> • In this lesson, we will learn about the actions significant Anglo-Saxons such as Aethelflaed, Edward the Elder and Athelstan took to try and unify England. 6) How was Britain conquered between 950AD – 1066? <ul style="list-style-type: none"> • In this lesson, we will be learning about how the 	<p>Topic: Medieval Monarchs</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <ol style="list-style-type: none"> 1) In 1066, who was the rightful heir to the throne? <ul style="list-style-type: none"> • In this lesson, we are going to be learning about three men who were battling to become King of England in 1066. We will start by learning about Edward the Confessor, whose death prompted Harold Godwinson, William I and Harald Hardrada to battle for his throne. We will learn about the battles that took place in 1066, including the most famous battle: the Battle of Hastings. 2) Who was responsible for the 	<p>Topic: Medieval Monarchs</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <ol style="list-style-type: none"> 4) In what ways was Edward I a 'great and terrible king'? <ul style="list-style-type: none"> • In this lesson, we are going to be learning about Edward I. We will learn about his marriage to Eleanor of Castile. We will then go on to learn about how Edward conquered both Wales and Scotland and the legacies he left that are still in place today. <p>Content guidance Contains conflict or violence.</p> <ol style="list-style-type: none"> 5) 6) How did Henry VIII initiate the Reformation? <ul style="list-style-type: none"> • In this lesson, we will be learning about Henry VIII - one of the most famous English monarchs in history.

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

	<p>3) What was Britain like before the Romans?</p> <ul style="list-style-type: none"> What life in Britain was like in 43 CE. How we know about life in Britain before the Romans. <p>4) How did the Romans conquer Britain?</p> <ul style="list-style-type: none"> The difference between the Roman and Celtic armies. How the Romans built up new towns and cities. <p>5) Why did Boudicca lead a revolt against the Romans?</p> <ul style="list-style-type: none"> The Iceni tribe under Prasutagus. What happened when Prasutagus died. How Boudicca defeated the Romans in several battles. <p>Assessment outcomes:</p> <p>Pre and post topic quiz.</p>	<p>polytheistic, same gods.</p> <ul style="list-style-type: none"> The huge influence of Ancient Greece on Rome. <p>9) Why did the Romans leave Britain?</p> <ul style="list-style-type: none"> The collapse of the Roman Empire. How the empire had become too big to support itself. The Vandals, Huns, Visigoths and Goths. <p>10) In what ways did life in Britain remain the same after the Roman invasion?</p> <ul style="list-style-type: none"> Importance of concept of continuity rather than change. Scope of lives of most people very small and would not have changed. Identifying aspects of life which did change and who it changed for. <p>Assessment outcomes:</p> <p>Pre and post topic quiz.</p>	<p>Vikings and how England was divided.</p> <p>Assessment outcomes:</p> <p>Pre and post topic quiz.</p>	<p>Danes conquered Britain for a short period, before learning about the Battle of Hastings.</p> <p>Assessment outcomes:</p> <p>Pre and post topic quiz.</p>	<p>death of Thomas Becket?</p> <ul style="list-style-type: none"> In this lesson, we are going to be learning about the people that contributed to Thomas Becket's death. We are going to learn about King Henry II, his friendship with Becket and his struggle to take back power from the church. We will learn about how Henry and Becket's relationship fell apart due to the struggle between the monarchy and the church and how this led to Becket's death. <p>Content guidance Contains conflict or violence.</p> <p>3) Who was the worse king: Richard I or John?</p> <ul style="list-style-type: none"> In this lesson, we will be learning about King John and King Richard I. We will be learning about the House of Anjou and the rivalries that developed between Henry II's sons, who all wanted to be king. 	<p>We will learn about Martin Luther's creation of a new branch of Christianity, called Protestantism and how Henry VIII changed the official religion of England from Catholicism to Protestantism in order to get his way. We will conclude by learning about his six wives. Content guidance Contains conflict or violence. Contains subject matter which individuals may find upsetting.</p> <p>6) Was Elizabeth I 'weak and feeble'?</p> <ul style="list-style-type: none"> In this lesson, we will be learning about the monarchs who succeeded King Henry VIII. We will learn about the religious tensions, between Catholicism and Protestantism, that developed with each new monarch who rose to the throne. We will conclude the lesson by learning about King Philip's plots to overthrow Elizabeth I and ultimately, her victory over the Spanish Armada. <p>Content guidance</p>
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					<p>We will learn about the successes and failures of both Richard I and his younger brother John. We will conclude the lesson by thinking about who was the worse king.</p> <p>Content guidance Contains conflict or violence.</p> <p>Assessment outcomes:</p> <p>Pre and post topic quiz.</p>	<p>Contains conflict or violence.</p> <p>7) To plan and write about medieval monarchs.</p> <ul style="list-style-type: none"> In this lesson we will be using all of the key pieces of knowledge we have acquired over the course of this unit to plan and write a story in this lesson. <p>Assessment outcomes:</p> <p>Pre and post topic quiz.</p>
Links to Gatsby Benchmarks:	<p>Gatsby Benchmark</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>Gatsby Benchmark</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>Gatsby Benchmark</p> <p>6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</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>Gatsby Benchmark</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>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>