

Year 8: Three-year Scheme of Work

Half-term: Autumn 1						
Unit title: Challenges to the Catholic Church						
Weeks 1–4 Enquiry question: Was the Reformation a ‘good thing’?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
Week 1 * Reasons why some people questioned Catholicism: sinful priests, greed, indulgences, parts not in the bible * Martin Luther & 95 Theses * Short-term reaction to the reformation	Background to Henry VIII and his ministers, 1509–1540	Evidence Target Step 5 Stretch to Step 6	Change and continuity Step 5: Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves.	Change and continuity Step 5: They show a basic understanding that not all changes that take place are as important as each other. Change and continuity Step 6: Learners can begin to use some of the language of change to talk simply about the pace or extent of changes with which they are familiar.	Change and continuity Step 6: They can recognise that a change may be important to one society or group of people but has little historical significance in another context.	<ul style="list-style-type: none"> • Change and continuity • Interpretations
Week 2 * Timeline from Peasants Revolt to 1603 * Chart the major changes in religion with some links to developments in Europe * Review learning about medieval church	Context for: * Henry VIII and his ministers, 1509–1540 * Early Elizabethan England, 1558–1588	Chronology Target Step 5 Change and continuity Target Step 5 Stretch to Step 6	Evidence Step 5: Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their	Evidence Step 6: Learners use sources to make simple inferences about the past and are beginning to understand that		
Week 3 * Henry's "Great Matter": Catherine of Aragon * The Break from Rome * Was Henry motivated by religious or political issues?	Henry VIII and his ministers, 1509–1540 Background to Early Elizabethan England, 1558–1588	Interpretation Target Step 5 Stretch to Step 5				

*This Scheme of Work outlines a course that would prepare students to start studying Edexcel GCSE (9-1) History, however it is not necessary to follow this scheme in order to take the qualification, and other approaches to preparing students for GCSE study may be equally valid and effective.

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<p>Week 4 * Short-term consequences of the Reformation in England * Dissolution of the Monasteries – the effect on the clergy * Wider changes in religious practice, e.g. shrines, pilgrims, design of churches</p>	<p>Henry VIII and his ministers, 1509–1540 Background to: * Early Elizabethan England, 1558–1588 * Medicine through time, c1250–present</p>	<p>Change and continuity Target Step 5 Stretch to Step 6</p>	<p>claims, i.e. I can suggest that X was important because of evidence Y and Z. Chronology Step 5: Learners can use their understanding of chronological terms to construct timelines over short and long periods of history. Interpretations Step 5: Learners can select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it.</p>	<p>historians gather evidence by interrogating information with a particular purpose. Interpretations Step 5: They have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past.</p>		
<p>Weeks 5–7 Enquiry question: Who won: Catholics or Protestants?</p>						
<p>Week 5 * Brief overview of Mary's reign – persecution of Protestants * Elizabethan religious settlement</p>	<p>Early Elizabethan England, 1558–1588</p>	<p>Interpretations Target Step 5 Stretch to Step 6 Historical vocabulary</p>	<p>Interpretations Step 5: They have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past.</p>	<p>Interpretations Step 6: Learners can select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade).</p>	<p>Interpretations Step 6: Can link the key features of an interpretation and the reasons for its construction to who made it.</p>	<ul style="list-style-type: none"> • Change and continuity • Interpretations
<p>Week 6 * Catholic reaction to the Reformation in Europe * The Armada * Catholic plots against Elizabeth</p>	<p>Early Elizabethan England, 1558–1588 Some relevant background to: * Spain and the New World * Crime and punishment through time, c1000–present</p>	<p>Interpretations Target Step 5 Stretch to Step 6</p>	<p>are made to provide groups of people with a story about the past. Historical vocabulary Step 5: Learners can remember and use historical vocabulary in their work and are beginning to</p>	<p>Analytical narrative Step 6: Learners can construct a</p>		

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<p>Week 7</p> <ul style="list-style-type: none"> * The aims of the Gunpowder Plot * Events of the plot * How the conspirators were caught and treated 	<p>Crime and punishment through time, c1000–present</p>	<p>Analytical narrative</p> <p>Target Step 5</p> <p>Stretch to Step 6</p>	<p>assimilate new words into their current understanding. They have a basic understanding that historical language is contextually relevant and may ask questions about whether a term is appropriate in a new period or country.</p> <p>Analytical narrative Step 5: Learners can construct a descriptive narrative of the past with some development, but with little evidence of organisation. They use factual information as support throughout their narrative, but this may be patchy in places and lack relevance.</p>	<p>descriptive narrative about the past and show hints of analysis within their work. There are hints of organisation.</p>		
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Half-term: Autumn 2						
Unit title: The English Civil War						
Weeks 8–10 Enquiry question: Why did the English fight the English in 1642?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
<p>Week 8</p> <ul style="list-style-type: none"> * Timeline of events 1604–1642 * Failed arrest of 5 MPs: Explanation of how relations between King and Parliament had got to this point * Introduce the idea of "absolutism" 	<p>Idea of Absolutism is relevant to:</p> <ul style="list-style-type: none"> * Russia and the Soviet Union, 1917–1941 * Weimar and Nazi Germany, 1918–1939 	<p>Causation and consequence Target Step 5 Stretch to Step 6</p>	<p>Causation and consequence Step 5: Learners can categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society.</p>	<p>Causation and consequence Step 6: Learners may be starting to use simple knowledge of the event or period to back up their causal statements. Causation and consequence Step 7: Learners are becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened.</p>	<p>Causation and consequence Step 7: They may be starting to prioritise some causes as more important than others, but the explanation or reasoning behind this remains weak.</p>	<ul style="list-style-type: none"> • Causation and consequence • Evidence
<p>Week 9</p> <ul style="list-style-type: none"> * Prynne and Puritan Pamphleteers – highlight differences between Puritans & Laudianism * Focus on long-term and short-term causes of conflict 		<p>Causation and consequence Target Step 5 Stretch to Step 6</p>	<p>Causation and consequence Step 6: Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history.</p>			
<p>Week 10</p> <ul style="list-style-type: none"> * Causes of the Civil War * Combining two story lines: – the struggle between King and Parliament – Religious unrest * The start of the war 		<p>Causation and consequence Target Step 6 Stretch to Step 7</p>				

Weeks 11–12 Enquiry question: What were the differences between roundheads and cavaliers?						
<p>Week 11</p> <ul style="list-style-type: none"> * The differences in what the two sides wanted from the war * Other differences in outlook including Puritan/Leveller/Digger influence in the parliamentarians * Who tended to side with the king and who with parliament. Families that were divided, and people who changed sides 		<p>Evidence Target Step 5 Stretch to Step 6</p>	<p>Evidence Step 5: Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z. (Reinforced)</p>	<p>Evidence Step 6: Learners can use a small group of sources together to make simple inferences and present this as evidence.</p>	<p>Evidence Step 7: Learners can make supported inferences about the past by using a source and the detail contained within it.</p>	<ul style="list-style-type: none"> • Causation and consequence • Evidence
<p>Week 12</p> <ul style="list-style-type: none"> * Differences between the two armies and their soldiers * Using sources to identify key characteristics of the New Model Army * How effective was the New Model Army? * Its role in victory for Parliament 	<p>Warfare through time, c1250–present</p>	<p>Evidence Target Step 6 Stretch to Step 7</p>	<p>Evidence Step 6: Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose.</p>			

Week 13 Enquiry question: Why did the English kill their king?						
<p>Week 13</p> <ul style="list-style-type: none"> * Execution of Charles I * Why some in Parliament were reluctant to kill the king * The role of Cromwell * Victorian & modern interpretations of the Civil War 	<p>Crime and punishment through time, c1000–present</p>	<p>Evidence</p> <p>Target Step 5</p> <p>Stretch to Step 6</p> <p>Stretch to Step 7</p>	<p>Evidence Step 5:</p> <p>Learners may still have confused notions of reliability surrounding different types of historical material and reference to provenance remains generalised (e.g. ‘primary sources are more reliable than secondary sources’).</p>	<p>Evidence Step 6:</p> <p>Learners can make valid comments on reliability of sources in relation to a specific enquiry question.</p>	<p>Evidence Step 7:</p> <p>Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together.</p>	<ul style="list-style-type: none"> • Causation and consequence • Evidence

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Half-term: Spring 1						
Unit title: Changing ideas: 1660 to 1789						
Week 14 Enquiry question: Why were kings back in fashion by 1660?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
<p>Week 14</p> <ul style="list-style-type: none"> * Key features of the Commonwealth * The death of Cromwell, and the question of the succession * Events leading up to the Restoration 		<p>Analytical narrative</p> <p style="color: green;">Target Step 5</p> <p style="color: blue;">Stretch to Step 6</p>	<p>Analytical narrative Step 5: Learners can construct a descriptive narrative of the past with some development, but with little evidence of organisation. They use factual information as support throughout their narrative, but this may be patchy in places and lack relevance. (Reinforced)</p>	<p>Analytical narrative Step 6: Learners can construct a descriptive narrative about the past and show hints of analysis within their work. There are hints of organisation. The information that they use to support their narrative is sometimes accurate, but may lack relevance in places.</p>		<ul style="list-style-type: none"> • Change and continuity • Analytical narrative

Weeks 15–16 Enquiry question: What made Restoration London exciting?						
<p>Week 15</p> <ul style="list-style-type: none"> * What can Pepys tell us about everyday life? * What can Pepys tell us about how people reacted to the Great Plague? * What can Pepys tell us about the Great Fire? * What can other sources tell us? 	<p>Medicine through time, c1250–present</p>	<p>Evidence Target Step 6 Stretch to Step 7</p>	<p>Change and continuity Step 5: Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. They show a basic understanding that not all changes that take place are as important as each other. (Reinforced)</p> <p>Evidence Step 6: Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. (Reinforced)</p>	<p>Change and continuity Step 6: Learners can begin to use some of the language of change to talk simply about the pace or extent of changes with which they are familiar. They can recognise that a change may be important to one society or group of people but has little historical significance in another context. Evidence Step 7: Learners can make supported inferences about the past by using a source and the detail contained within it.</p>	<p>Change and continuity Step 7: They will be able to communicate their understanding of changes by identifying lines of development rather than just individual changes. Evidence Step 7: Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together.</p>	<ul style="list-style-type: none"> • Change and continuity • Analytical narrative
<p>Week 16</p> <ul style="list-style-type: none"> * Enlightenment ideas, the Royal Society * Wren's designs * Why London does not look like Paris – resistance to the new vision for the city 	<p>Medicine through time, c1250–present</p>	<p>Change and continuity Target Step 5 Stretch to Step 7</p>	<p>(Reinforced)</p> <p>Evidence Step 6: Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. (Reinforced)</p>	<p>(Reinforced)</p> <p>Evidence Step 7: Learners can make supported inferences about the past by using a source and the detail contained within it.</p>	<p>(Reinforced)</p> <p>Evidence Step 7: Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together.</p>	<ul style="list-style-type: none"> • Change and continuity • Analytical narrative

Weeks 17–18 Enquiry question: Who ran the country: King or Parliament?						
<p>Week 17</p> <ul style="list-style-type: none"> * Overview of who controlled the succession in this period * James II and William & Mary * Anne and the Hanoverian succession * Why the Stuarts were rejected * Is divine right over? 		<p>Chronology Change and continuity Target Step 6 Stretch to Step 7</p>	<p>Change and continuity Step 6: Learners can begin to use some of the language of change to talk simply about the pace or extent of changes with which they are familiar. They can recognise that a change may be important to one society or group of people but has little historical significance in another context.</p> <p>Chronology Step 6: Learners are increasingly confident in placing a new period or topic within their own chronological reference and are beginning to make links between periods that they have studied.</p>	<p>Change and continuity Step 7: Learners can use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent). Learners understand that the historical significance of changes differs depending on the timescale used or the person looking at the change.</p> <p>Chronology Step 6: Learners' timelines and other work show an appreciation of the different scales of time and how they fit together.</p>	<p>Change and continuity Step 7: They will be able to communicate their understanding of changes by identifying lines of development rather than just individual changes.</p>	<ul style="list-style-type: none"> • Change and continuity • Analytical narrative
<p>Week 18</p> <ul style="list-style-type: none"> * Timeline of changes in the power of parliament from Elizabeth (linking back to previous 2 units) * What parliament was like in the reigns of George I and George II – who were the MPs and who elected them? The power of parliament vs. power of the monarch * Who was Robert Walpole and what is a Prime Minister? * Comparison with rising absolutism in France 		<p>Change and continuity Target Step 6 Stretch to Step 7</p>				

Week 19 Enquiry question: How 'modern' was England by 1789?						
<p>Week 19</p> <ul style="list-style-type: none"> * How much had ideas changed by 1789? * Science, government and architecture * Comparison with Tudor monarchy and society 	<p>Medicine through time, c1250–present</p>	<p>Change and continuity</p> <p>Target Step 5</p> <p>Stretch to Step 6</p> <p>Stretch to Step 7</p>	<p>Change and continuity Step 5:</p> <p>Learners can describe change using features of the period or periods that they are studying.</p> <p>(Reinforced 2)</p> <p>Change and continuity Step 6:</p> <p>Learners can begin to use some of the language of change to talk simply about the pace or extent of changes with which they are familiar.</p> <p>(Reinforced)</p>	<p>Change and continuity Step 7:</p> <p>Learners can use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent).</p>	<p>Change and continuity Step 7:</p> <p>They will be able to communicate their understanding of changes by identifying lines of development rather than just individual changes.</p>	<ul style="list-style-type: none"> • Change and continuity • Analytical narrative

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Half-term: Spring 2						
Unit title: The Slave Trade						
Weeks 20–23 Enquiry question: What was it like to be involved in the slave trade?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
Week 20 * Look at the slave trade in Liverpool – how important it was to the city * Britain's 13 colonies in America * Build picture of Britain as a trading nation	Background to British America, 1713–1783	Evidence Target Step 6 Stretch to Step 7	Evidence Step 6: Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. (Reinforced 2) Evidence Step 6: Learners can use a small group of sources together to make simple inferences and present this as evidence.	Evidence Step 7: Learners can make supported inferences about the past by using a source and the detail contained within it. Evidence Step 7: Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together. Evidence Step 7: They are able to formulate questions that are loosely based on a line of enquiry, but struggle to explain why this would be an important question to answer.	Evidence Step 7: They can support comments on utility and reliability by using content from sources that they are given, but this remains undeveloped.	<ul style="list-style-type: none"> • Evidence • Interpretations
Week 21 * What were African kingdoms like? [Addressing misconception of "primitive Africa"] * Compare modern interpretations to Victorian historians * How British traders obtained slaves		Interpretations Target Step 5 Stretch to Step 6	Evidence Step 6: Learners are beginning to frame their own historically valid questions, but with limited success. Interpretations Step			
Week 22 * Trade triangle * Thomas Clarkson's research and essay * Horrors of the passage		Evidence Target Step 6 Stretch to Step 7	Interpretations Step 6: Learners can			
Week 23 * Artefacts and paintings to understand aspects of life on a plantation * The legal status of slaves	Background to: * The USA, 1954–1975 * British America, 1713–1783	Evidence Target Step 6 Stretch to Step 7				

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<p>* Why it was so hard to escape slavery, and what happened to escaped slaves</p>			<p>5: Learners can select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it. They have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past but cannot explain purpose beyond this. (Reinforced)</p>	<p>select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade). They will understand that this is linked to who made the interpretations, but will not be able to go beyond simple statements.</p>		
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Weeks 24–26 Enquiry question: Why was the slave trade abolished?						
<p>Week 24</p> <ul style="list-style-type: none"> * Abolitionist demands and methods * Wilberforce, Thomas, Pitt and parliament * Heyrick and the sugar boycott * Abolition medallions 		<p>Interpretations Target Step 6 Stretch to Step 7</p>	<p>Interpretations Step 6: Learners can select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade). They will understand that this is linked to who made the interpretations, but will not be able to go beyond simple statements. Learners may regard interpretations as simply opinions and so be inclined to say that they are either all valid or that none of them hold historical purpose.</p> <p>Evidence Step 6: Learners are beginning to frame their own historically valid questions, but with limited success. (Reinforced)</p>	<p>Interpretations Step 7: Learners are able to link the construction of different interpretations to the use of different sources.</p> <p>Evidence Step 7: They are able to formulate questions that are loosely based on a line of enquiry, but struggle to explain why this would be an important question to answer.</p>	<p>Interpretations Step 7: They have a broad understanding that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic argument, as the work of white abolitionists, or as a story of slave revolts and resistance).</p>	<ul style="list-style-type: none"> • Evidence • Interpretations
<p>Week 25</p> <ul style="list-style-type: none"> * Slave rebellions and other types of resistance * St Domingue rebellion * Negro spirituals 		<p>Evidence Target Step 6 Stretch to Step 7</p>				
<p>Week 26</p> <ul style="list-style-type: none"> * Reasons for the abolition of the slave trade * Misconception that slavery ended in 1807 – its continuation in the British Empire until 1833, and longer elsewhere. 		<p>Causation and consequence Interpretations Target Step 6 Stretch to Step 7</p>				

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Half-term: Summer 1						
Unit title: The British Empire						
Weeks 27–29 Enquiry question: How did the British Empire develop?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
<p>Week 27</p> <ul style="list-style-type: none"> * Medieval origins: The Norman Conquest, Angevin Empire and Hundred Years' War * Tudor colonialism: Nova Albion and Virginia * Establishment of Thirteen Colonies 	<p>Background to:</p> <ul style="list-style-type: none"> * Early Elizabethan England, 1558–1588 * British America, 1713–1783 	<p>Chronology</p> <p style="color: green;">Target Step 6</p>	<p>Chronology Step 6: Learners are increasingly confident in placing a new period or topic within their own chronological reference and are beginning to make links between periods that they have studied. (Reinforced)</p> <p>Chronology Step 6: Learners' timelines and other work show an appreciation of the different scales of time and how they fit together.</p> <p>Causation and consequence Step 6: Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history.</p>	<p>Chronology Step 7: They are beginning to make assumptions about periods because of knowledge that they already have (e.g. 'was everyone a Catholic because this was before the Reformation?').</p> <p>Causation and consequence Step 7: Learners are becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened.</p> <p>Evidence Step 7: Learners can make supported inferences about the past by using a source and</p>	<p>Chronology Step 7: Learners are confident when approaching new historical periods or contexts and increasingly have their own simple chronological picture into which they can place new knowledge, although they may still need some support.</p>	<ul style="list-style-type: none"> • Causation and consequence • Chronology
<p>Week 28</p> <ul style="list-style-type: none"> * Conquests in the Caribbean and Canada * What Britain traded in the Atlantic * How the government protected trade: tariffs, growth of the Royal Navy * Smugglers, privateers and pirates. 		<p>Evidence</p> <p style="color: green;">Target Step 6</p> <p style="color: blue;">Stretch to Step 7</p>				
<p>Week 29</p> <ul style="list-style-type: none"> * Loss of the 13 colonies * Origins of the East India Company * Growth of trading outposts * Monopoly: success against Dutch and French 		<p>Causation and consequence</p> <p style="color: green;">Target Step 6</p> <p style="color: blue;">Stretch to Step 7</p>				

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			(Reinforced) Causation and consequence Step 6: Learners may be starting to use simple knowledge of the event or period to back up their causal statements. Evidence Step 6: Learners can use a small group of sources together to make simple inferences and present this as evidence. (Reinforced)	the detail contained within it.		
Weeks 30–32 Enquiry question: Who benefited from the British Empire?						
Week 30 * Decline of Mughal Empire * Military actions of East India Company, alliances with Indian rulers and expansion of company control	Some relevance to Warfare through time, c1250–present	Causation and consequence Target Step 6 Stretch to Step 7	Causation and consequence Step 6: Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history, though may be over-reliant on the agency of historical figures. Causation and consequence Step 6: Learners may be starting to use simple knowledge of the event or period	Causation and consequence Step 7: Learners are becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened. Causation and consequence Step 7: They may be starting to prioritise some causes as more important than	Causation and consequence Step 8: Learners can explain why events had certain consequences and begin to recognise that one cause may have multiple or conflicting consequences.	<ul style="list-style-type: none"> • Causation and consequence • Chronology
Week 31 * Benefits to Britain – useful imports, large export market, manpower and resources to make it a great power * Benefit for colonies – infrastructure, law and order, protection, some education. * Drawbacks for Britain – including defence costs and increased involvement in global conflicts.		Interpretations Target Step 6 Stretch to Step 7				

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<p>* Drawbacks for colonies – low status of native people; economic exploitation and land confiscation; imposition of foreign language, religion and culture; army recruitment</p>			<p>to back up their statements.</p>	<p>others, but the explanation or reasoning behind this remains weak.</p>		
<p>Week 32 * The Indian Rebellion of 1857 leading to the Act for the better government of India, 1858 * The Zulu War and the Boer War</p>	<p>Some relevance to Warfare through time, c1250–present</p>	<p>Causation and consequence Target Step 6 Stretch to Step 7</p>	<p>Learners understand that events have consequences as well as causes and can describe, in simple terms, one or more of the consequences of an event or development. Interpretations Step 6: Learners can select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade). They will understand that this is linked to who made the interpretations.</p>	<p>Causation and consequence Step 6: Learners understand that events have consequences as well as causes and can describe, in simple terms, one or more of the consequences of an event or development. Interpretations Step 6: Learners can select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade). They will understand that this is linked to who made the interpretations.</p> <p>Causation and consequence Step 7: Learners are beginning to be more selective when deploying historical knowledge, although this may be patchy. Interpretations Step 7: Learners are able to link the construction of different interpretations to the use of different sources.</p>		

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Half-term: Summer 2						
Unit title: The Industrial Revolution						
Weeks 33–34 Enquiry question: What was the Industrial Revolution?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
Week 33 Agricultural Revolution: * Selective breeding * Enclosure * Crop rotation * New machines * More efficient agriculture needed fewer people		Evidence Target Step 6 Stretch to Step 7	Evidence Step 6: Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. (Reinforced 3)	Evidence Step 7: Learners can make supported inferences about the past by using a source and the detail contained within it.	Evidence Step 7: Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together.	<ul style="list-style-type: none"> • Change and continuity • Evidence
Week 34 Industrial Revolution: * Canals and railways * Growth of factories and cities * The cotton industry * Mining * Fear of technology – machine breaking – link to Frankenstein novel		Evidence Target Step 6 Stretch to Step 7	Evidence Step 6: Learners can use a small group of sources together to make simple inferences and present this as evidence. (Reinforced 2)			

Weeks 35–37 Enquiry question: Would you have survived the Industrial Revolution?						
<p>Week 35</p> <ul style="list-style-type: none"> * Children's living and working conditions in mills and mines * Chimney sweeps * Orphanages and workhouses * The Water Babies/Oliver Twist – changing attitudes towards children 	<p>Some relevance to:</p> <ul style="list-style-type: none"> * Medicine through time, c1250–present * Crime and punishment through time, c1000–present 	<p>Evidence</p> <p>Target Step 6</p> <p>Stretch to Step 7</p>	<p>Evidence Step 6:</p> <p>Learners are beginning to frame their own historically valid questions, but with limited success. (Reinforced 2)</p> <p>Evidence Step 7:</p> <p>Learners can make supported inferences about the past by using a source and the detail contained within it.</p> <p>Evidence Step 7:</p> <p>Introduction to the idea of utility and what might make a source useful to a historian for a specific enquiry.</p> <p>Change and continuity Step 6:</p> <p>They can recognise that a change may be important to one society or group of people but has little historical significance in another context. (Reinforced)</p>	<p>Evidence Step 7:</p> <p>Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together.</p> <p>Change and continuity Step 7:</p> <p>Learners understand that the historical significance of changes differs depending on the timescale used or the person looking at the change.</p>	<p>Evidence Step 7:</p> <p>They can support comments on utility and reliability by using content from sources that they are given, but this remains undeveloped.</p>	<ul style="list-style-type: none"> • Change and continuity • Evidence
<p>Week 36</p> <ul style="list-style-type: none"> * Common diseases due to overcrowding and poor sanitation * Lack of access to medical care * Cholera – Broad Street pump / Dr Snow 	<p>Medicine through time, c1250–present</p>	<p>Evidence</p> <p>Target Step 7</p> <p>Stretch to Step 8</p>	<p>Evidence Step 7:</p> <p>Introduction to the idea of utility and what might make a source useful to a historian for a specific enquiry.</p> <p>Change and continuity Step 6:</p> <p>They can recognise that a change may be important to one society or group of people but has little historical significance in another context. (Reinforced)</p>	<p>Evidence Step 7:</p> <p>Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together.</p> <p>Change and continuity Step 7:</p> <p>Learners understand that the historical significance of changes differs depending on the timescale used or the person looking at the change.</p>	<p>Evidence Step 7:</p> <p>They can support comments on utility and reliability by using content from sources that they are given, but this remains undeveloped.</p>	<ul style="list-style-type: none"> • Change and continuity • Evidence
<p>Week 37</p> <ul style="list-style-type: none"> * Why the growth of cities led to more and different crimes * The establishment of the police * Sherlock Holmes & the birth of forensic science 	<p>Crime and punishment through time, c1000–present</p>	<p>Change and continuity</p> <p>Target Step 6</p> <p>Stretch to Step 7</p>	<p>Evidence Step 6:</p> <p>Learners are beginning to frame their own historically valid questions, but with limited success. (Reinforced 2)</p> <p>Evidence Step 7:</p> <p>Learners can make supported inferences about the past by using a source and the detail contained within it.</p> <p>Evidence Step 7:</p> <p>Introduction to the idea of utility and what might make a source useful to a historian for a specific enquiry.</p> <p>Change and continuity Step 6:</p> <p>They can recognise that a change may be important to one society or group of people but has little historical significance in another context. (Reinforced)</p>	<p>Evidence Step 7:</p> <p>Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together.</p> <p>Change and continuity Step 7:</p> <p>Learners understand that the historical significance of changes differs depending on the timescale used or the person looking at the change.</p>	<p>Evidence Step 7:</p> <p>They can support comments on utility and reliability by using content from sources that they are given, but this remains undeveloped.</p>	<ul style="list-style-type: none"> • Change and continuity • Evidence

Weeks 38–39 Enquiry question: Did the Industrial Revolution bring only progress and improvement?						
<p>Week 38</p> <ul style="list-style-type: none"> * What there was to see at the Great Exhibition * Amazing infrastructure projects, including the railways * Better education and more opportunities * New entertainments 		<p>Evidence Target Step 7 Stretch to Step 8</p>	<p>Change and continuity Step 7: Learners can use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent).</p>	<p>Change and continuity Step 7: They will be able to communicate their understanding of changes by identifying lines of development rather than just individual changes.</p>	<p>Change and continuity Step 8: Learners are confident when using the language of change and are beginning to explain why some changes are significant or seen as significant depending on perspective.</p>	<ul style="list-style-type: none"> • Change and continuity • Evidence
<p>Week 39</p> <ul style="list-style-type: none"> * Review learning and categorise change (pace and extent) * Consider different groups having different experiences in the Industrial Revolution 		<p>Change and continuity Target Step 7 Stretch to Step 8</p>	<p>Evidence Step 7: Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together.</p>			