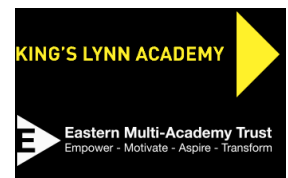


Implementation: Curriculum Narrative



Subject: History

Year: 8

Author: D Towler

Key Knowledge

Pupils will know

Key Skills

Pupils will be able to

Key Threshold Concepts:

Golden Ages

Some societies can have cultural revolutions when it dominates on a world stage. These can be due to technological advances, prominent people or events.

UK Democracy and Parliament

The governance of the UK and current concept of parliament has evolved over time. Different time periods have shaped the parliament we know today.

Winners and Losers

Different time periods have winners and losers, often the poor being marginalised, with the wealthy rising to power. Attitudes, responses and perceptions of the winners and losers of society can change over time.

Struggle Against Authority:

People, groups and individuals may revolt against leaders or movements. This can bring about conflict but can also bring about change.

Voices:

Within a population there can be several voices, different groups, minorities and sub-sections which may vie for power and control, or struggle to get their voice heard.

Influential Agreements:

Some decisions and events may result in significant documents or policies being created which can shape the course of a nation or the world. Some of these impacts can still be felt today.

Rulers:

Some rulers have different qualities and characteristics, and these can influence the decisions they make. These decisions may not always be in the best interests of

Nation states change:

Nation states adapt to new policy, and change in ownership, size and influence.

Hereditary Rule

Some rulers assume control due to divine rights of Kings and Queens, although this is not always as clear cut as it seems. Hereditary rule can sometimes lead to tension.

Subject Skills:

Balance of opinion

Issues, events, people and sources all have positive and negative elements and aspects. Students should know both sides of these, but also be competent in being able to weigh up these arguments.

Sequencing and chain reactions

Issues and events may trigger others. Students should be able to sequence events and understand how one may influence another.

Appreciation of Context

Time periods are different in what is acceptable, popular and in vogue. Students should be able to apply the context of time periods to the decisions that people make at the time and understanding it in that context.

Chronology

Time occurs in order. Students should be confident to order dates, epochs, time periods, events and rulers by when they occurred.

Source Analysis

Information can be gathered from a range of sources and objects, and these need to be interpreted. Students should be confident to examine, dissect and draw conclusions about a time or event from sources.

Provenance

Sources of information may have a specific purpose or intent, which can cause us to doubt authenticity, accuracy or motive. Students should be skilled in being able to analyse the origins and purpose of the information gathered suggesting limitations if appropriate.

Critical Thinking

Decisions made and people from the past can be challenged but took actions at the time for a reason. Students should be able to critically assess these, and make judgements about the extent of their success or failure

Ranking of Importance:

Some events, decisions and people are more influential than others. The degrees of influence may change over time. Students should be able to address and weigh up different factors and rank them in terms of importance.



Subject Specific Knowledge and Sequencing:

The Age of Encounters

- The Italian Renaissance
- Print, gunpowder and astronomy
- Global exploration including Columbus and the New World

The Later Tudors

- Mary I's counter reformation
- Elizabeth I
- The Elizabethan Golden Age
- The Spanish Armada
- Rich and Poor in Tudor England

The English Civil War

- James I and the Gunpowder Plot
- Charles I and Parliament
- The English Civil War including outbreak and fighting
- Trial and execution of Charles I

Commonwealth and Restoration

- Cromwell's Commonwealth
- The Restoration
- The Great Plague and The Great Fire of London
- The Glorious Revolution

Georgian Britain

- Creation of Great Britain
- Parliamentary Government
- Jacobite uprising
- Georgian aristocracy
- Poverty, violence and crime

The British Empire

- America
- India
- Australia
- Ruling the waves
- Wealth and trade

Prerequisites and Spiral Teaching:

Reoccurring Concepts

- Golden Ages (Year 7, Year 10)
- UK Democracy and Parliament (Year 7, Year 10)
- Winners and Losers (Year 9)
- Struggle Against Authority (Year 7, Year 9, Year 10 and Year 11)
- Voices (Year 7, Year 9 and Year 11)
- Influential Agreements (Year 7, Year 9, Year 10 and Year 11)
- Rulers (Year 7, Year 9, Year 10, Year 11)
- Nation State Change (Year 9, Year 11)
- Hereditary Rule (Year 7)

Reoccurring Skills

- Balance of Opinion
- Sequencing and chain reactions
- Appreciation of Context
- Chronology
- Source Analysis including provenance
- Critical Thinking
- Ranking of Importance

Reoccurring Specific Content

Elizabeth I – Age of Encounters, The Later Tudors and the British Empire (Year 10)

Health and Medicine – Age of Encounters and Restoration (Year 10)

First World War – The British Empire (Year 11)

Cross-Curricular Knowledge Links:

Geography – The changing structure and governance of a nation state, Urbanisation, Transport, Colonialism.

English Literature – Shakespeare

Religious Education – Attitudes towards faiths

Reading Lists / Sources / Reading around the subject recommendations:

- Early Modern Britain 1509 – 1760 by Robert Peal
- Modern Britain 1760 – 1900 by Robert Peal
- Battles that Changed History: Epic Conflicts Explored and Explained: p.112 Marston Moor / p.114 Naseby / p.130 Plassey
- The Time Traveller's Guide to Restoration Britain: Life in the Age of Samuel Pepys, Isaac Newton and The Great Fire of London by Ian Mortimer