



Fundamentals –Year 8 History

Knowledge	Skills
<p><u>EARLY EMPIRE: WHY WAS THE WORLD OPENING UP IN THE 16TH CENTURY?</u></p> <p>Reasons why the Reformation led to European colonization The reasons why people migrated to Tudor London The work of Francis Drake and other privateers Why people went to the New World Pocahontas and Rebecca Rolfe The Thirteen Colonies; life in Massachusetts or Virginia Who England was trading with in the 16th Century</p>	<p>To infer what we can learn from a historical source.</p> <p>To describe the key features of a given event or concept.</p> <p>To engage with historian's interpretations in order learn about key events in the past.</p> <p>To prioritise and explain a range of different causes of one key event.</p>
<p><u>THE TRANS-ATLANTIC SLAVE TRADE: WHAT CAN HISTORICAL SOURCES REVEAL TO US ABOUT THE TRANS-ATLANTIC SLAVE TRADE?</u></p> <p>Reasons why Britain became involved in the Trans-Atlantic Slave Trade The capture of those enslaved on the West coast of Africa The Middle Passage; what happened to those enslaved during the Middle Passage The experience in the colonies; sugar plantations; the Barbados Slave Code; Olaudah Equiano.</p>	<p>To make detailed and well supported inferences from both sources and historian interpretations.</p> <p>To analyse the nature, origin and purpose of a source.</p> <p>To explain an event or action in depth and show how one event may link to another.</p> <p>To apply own knowledge to support or challenge a historian's interpretation or historical source.</p>
<p><u>ABOLITION OF THE SLAVE TRADE: HOW SIGNIFICANT WERE THE ACTIONS OF THE ENSLAVED IN THE ABOLITION OF SLAVERY?</u></p> <p>What happened after the Slave Trade was abolished; Who was involved in the abolition of the Slave Trade; British abolitionists including William Wilberforce; Olaudah Equiano. Women as abolitionists including Hannah Moore and Mary Prince. The role of religious groups in the abolition of the Slave Trade; including the Quakers and the Puritans Resistance to the slave trade by those enslaved; actions in the plantations, Haiti uprising; the underground rail road Compensation for slave trades; using the Slave Trade Database to identify slave traders within Essex The legacy of the Slave Trade Case Study: Statues- why Edward Colston's statue toppled in 2020</p>	<p>To infer what we can learn from a historical source.</p> <p>To assess the significance of individuals using a set of criteria</p> <p>To provide a substantiated judgement in relation to the key question</p>
<p><u>THE BRITISH EMPIRE: WHY IS THE EMPIRE THE PRISM THROUGH WHICH THE WORLD VIEWS BRITAIN?</u></p> <p>The beginnings of the British Empire The ways that Britain benefited from the riches of its empire Case Study: The Sikhs in Punjab; the events at Jallianwala Bagh Case Study: The Tasmanian Genocide How those in different colonies experienced life in the British Empire</p>	<p>To infer what we can learn from a historical source.</p> <p>To apply own knowledge to support or challenge a historian's interpretation or historical source.</p> <p>To examine the consequences of events</p>
<p><u>REMEMBERING THE BRITISH EMPIRE: HOW SHOULD WE REMEMBER THE BRITISH EMPIRE?</u></p> <p>Britain's relationship with its Empire; the Akan drum, the British Museum; the Benin bronzes Contemporary and changing perceptions of Empire Controversies of the British Empire; statues, protests in the Caribbean Legacy of the British Empire; the Commonwealth, Language</p>	<p>To examine how views in society change over time.</p> <p>To form own judgements in relation to key topics</p>

<p><u>WAR: BELFAIRS AT WAR- HOW CAN LOCAL HISTORY TELL US HOW THE BELFAIRS COMMUNITY ENDURED THE WORLD WARS?</u></p> <p>Chronology of the First and Second World War; the reasons for war starting in 1914 and 1939.</p> <p>The roles of women across both World Wars including munitions work</p> <p>The experiences of British soldiers on the Western Front and beyond including conscription and propaganda</p> <p>The Home Front; the experiences of British citizens during both wars</p>	<p>To examine how different groups can experience the same event in different ways</p> <p>To assess how key features change or remain the same over a period.</p> <p>To investigate a historical enquiry using a selection of primary and secondary sources</p>
<p><u>THE HOLOCAUST: HOW AND WHY DID THE HOLOCAUST HAPPEN?</u></p> <p>Who were the six million?- Jewish life before World War Two.</p> <p>Reasons why the Nazis gained power</p> <p>Persecution; did the same thing happen to everyone, everywhere?</p> <p>The Warsaw Ghetto</p> <p>Types of people involved in the persecution; persecutors, bystanders, collaborators, resisters</p> <p>The Jewish response and resistance to the Holocaust</p> <p>The legacy of the Holocaust.</p>	<p>To identify key events throughout the time period.</p> <p>To examine how key concepts and events change over time</p> <p>To form inferences from historical sources and interpretations</p>
<p><u>CHANGING BRITAIN IN THE 20TH CENTURY: HOW HAVE THE EXPERIENCES OF DIFFERENT COMMUNITIES LIVING IN BRITAIN CHANGED THROUGHOUT TIME?</u></p> <p><u>Race Relations</u></p> <p>The end of the First World War; riots amongst sailors in Liverpool and Glasgow including Charles Wootton</p> <p>The arrival of Empire Windrush and subsequent attitudes towards Caribbean migrants in Britain post World War Two</p> <p>The British Civil Rights movement, including the Bristol Bus Boycott, Black Panthers and Claudia Jones and the Colour Bar</p> <p>The use of police powers; institutionalized racism and the 'sus laws'</p> <p>Race Relations in the Modern Day; the Windrush scandal, Black Lives Matter movement and Black History Month.</p> <p><u>LGBTQIA+</u></p> <p>The Interwar years; The Bloomsbury Group</p> <p>The 1960s and 1970s; The Wolfenden Report, Gay Liberation Front and the beginning of Pride</p> <p>The 1980s; Section 28 and the AIDS crisis</p> <p>Attitudes in Modern Day Britain; The Civil Partnership Act 2004, Gender Recognition Act 2004 and The Equality Act 2010</p> <p><u>Women:</u></p> <p>Women campaigning for the right to vote; the Suffragette movement</p> <p>The 1960s Womens Liberation; campaign for equal pay</p> <p>The increasing rights given to women; the 1980s and comparison to modern day Britain.</p>	<p>To describe the features of key issues and concepts.</p> <p>To explain key features, events and actions using a PEEL structure.</p> <p>To explain how key actions link together to bring around a key event.</p> <p>To provide a substantiated judgement in relation to a statement given.</p> <p>To describe and explain a range of different arguments and provide a balanced response.</p>