

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Religious change in Tudor England	English Civil War	War of Independence	1832 reform act	Reform during the industrial revolution	Suffragettes
Knowledge & Skills	<p>Knowledge : Develop knowledge of the Tudor period with focus on the reigning monarchs and the way they shaped British history.</p> <p>Themes: How powerful were Monarchs at the time? How powerful was the church? Why did Henry defy the Pope?</p> <p>Skills : Exploring continuity and change through the reigns of Henry VIII, Edward VI, Mary I, Elizabeth I</p>	<p>Knowledge : Focus on the English Civil War and how it changed England at the time</p> <p>Themes: The main causes of the war. How Charles I tried to rule without Parliament. How the New Model Army affected the Civil War. What happened to the King. Was Cromwell a better option?</p> <p>Skills : Continuity and Change, Significance, Empathy, Interpretations, Chronology</p>	<p>Knowledge : Focus on the American war of independence and how this affected the English and the inhabitants of America.</p> <p>Themes: Empire, immigration, independence. Why did England refuse to back down? This will link to the multicultural nation we have.</p> <p>Skills : Continuity and Change, Significance, Empathy, Interpretations, Chronology</p>	<p>Knowledge : Focus on the importance of the Great Reform Act 1832. In particular the changes to the voting system and how it has progressed to the system we have today.</p> <p>Themes: Why could everyone not vote? Why did conservatives not want people to vote? Why did it take an event such as Peterloo to change peoples opinion?</p> <p>Skills : Continuity and Change, Significance,</p>	<p>Knowledge : Focus on the ways society developed during the industrial revolution. Social reform, trade unions, workers rights.</p> <p>Themes: The problems that different members of society faced in industrial towns. What did Lord Shaftesbury do to help social reform? Were the original trade unions effective? Why?</p> <p>Skills : Continuity and Change, Significance,</p>	<p>Knowledge : Focus on the further developments of the voting system where women gained the vote.</p> <p>Themes: Why women believed this was the time for them to gain the vote. The difference between the Suffragettes and the Suffragists. To understand the effect the war had on the Suffragette movement.</p> <p>Skills : Continuity and Change, Significance,</p>

	<p>Links to previous learning: Y7 summer topics (Tudors)</p> <p>KS2 Ancient Greece (democracy)</p>	<p>Links to previous learning: KS2/Y7 invasion</p> <p>KS2 Ancient Greece (democracy)</p>	<p>Links to previous learning: KS2/Y7 invasion</p> <p>KS2 Ancient Greece (democracy)</p>	<p>Empathy, Interpretations, Chronology</p> <p>Links to previous learning: Y8 topics so far. Just before the reign of Queen Victoria.</p> <p>KS2 Ancient Greece (democracy)</p>	<p>Empathy, Interpretations, Chronology</p> <p>Links to previous learning: KS2 industrial revolution/Victorians</p> <p>KS2 Ancient Greece (democracy)</p>	<p>Empathy, Interpretations, Chronology</p> <p>Links to previous learning: KS2 industrial revolution/Victorians</p> <p>KS2 Ancient Greece (democracy)</p>
Assessment	<p>Focus 5 (5 minute retrieval at the start of the lesson from previous lesson). Weekly retrieval sheet.</p> <p>Substantive knowledge - What was the impact of religious change in the Tudor times?</p> <p>Disciplinary knowledge - interpretations/Causation</p>	<p>Focus 5 (5 minute retrieval at the start of the lesson from previous lesson). Weekly retrieval sheet.</p> <p>Substantive knowledge - Is this event the rise of the power of Parliament?</p> <p>Disciplinary knowledge - Significance, source analysis</p> <p>The end of the unit exam</p>	<p>Focus 5 (5 minute retrieval at the start of the lesson from previous lesson). Weekly retrieval sheet.</p> <p>Substantive knowledge - How did this effect the British empire in the short term?</p> <p>Disciplinary knowledge - interpretations/Causation</p>	<p>Focus 5 (5 minute retrieval at the start of the lesson from previous lesson). Weekly retrieval sheet.</p> <p>Substantive knowledge - Did the 1832 Reform Act actually change the way parliament was run?</p> <p>Disciplinary knowledge - Significance, source analysis</p>	<p>Focus 5 (5 minute retrieval at the start of the lesson from previous lesson). Weekly retrieval sheet.</p> <p>Substantive knowledge - How effective was social reform during industrial Britain?</p> <p>Disciplinary knowledge - interpretations/Causation</p>	<p>Focus 5 (5 minute retrieval at the start of the lesson from previous lesson). Weekly retrieval sheet.</p> <p>Substantive knowledge - Why did women believe they deserved the vote?</p> <p>Disciplinary knowledge - Significance, source analysis</p> <p>The end of the unit exam</p>

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