

Curriculum Rationale and Overview



Subject: History - How British Civilisation expanded out into the world.

Year group: Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum context	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. The development of Church, state and society in Medieval Britain 1066-1509	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. The development of Church, state and society in Medieval Britain 1066-1509.	Understand the struggle between Church and crown and evaluate the shifting centres of power within a historical context of the British Isles. The development of Church, state and society in Britain 1509-1745. A local history study	Know and understand the history of these islands as a coherent, chronological narrative. Gain and deploy a historically grounded understanding of abstract terms such as 'Parliament'. The development of Church, state and society in Britain 1509-1745.	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Ideas, political power, industry and empire: Britain, 1745-1901	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Ideas, political power, industry and empire: Britain, 1745-1901
Scheme of Learning Title:	What was the greatest impact of the Crusades?	How powerful were the monarchs of mediaeval England? Constitutional challenges - Conflict with France - Barons - Peasants revolt - Thomas Becket	Were Tudors really the start of the English Renaissance? Impact on British culture - Reformation - English nationalism.	Was the English Civil War the beginning of British Democracy? Theme of democracy - Nations experiment with developing democracy. - England become democratic or not?	Why were Africans enslaved? Britain expanding its civilisation out into the world.	How did the British Empire impact the Indian sub-continent? Britain expanding its civilisation out into the world.

Curriculum Rationale and Overview



Content <i>What will students know?</i>	That the Crusades were caused by Pope Urban II in response to encroachment by the Seljuk Turks. That there were various successes and failures in the Crusades but that in the end the Islamic armies won. That there were many innovations that Europe gained from the Islamic world that are still in use today. That there are different interpretations of Saladin and that he is presented in both a positive and negative light.	Although mediaeval monarchs were very powerful, there were others such as the Church and the Barons who could challenge them. Thomas Becket was murdered as he refused orders from the King and was then subsequently punished by the Church. The Barons were able to challenge the King because of their combined power and the King's behaviour. Peasants challenged the King because he tried to reduce their economic power. Eleanor of Aquitaine was a very powerful Queen who does not fit the stereotypical Queen.	That the Reformation split the Church into Catholic and Protestant. That Henry VIII had personal reasons to split England from the Catholic Church. Henry VIII closed the monasteries in England. That the religious situation in England was in flux following the reformation of the Church and Elizabeth I went some way to fixing it. That the Tudors treated the poor differently depending on their sympathies. That Elizabeth killed Mary Queen of Scots to protect her position on the throne.	The various events that caused the English Civil War. The chronology of the battles and that the Parliamentarians won the ECW. That the King was put to death by Oliver Cromwell. There were many new ideas about how to run the country after the ECW. Oliver Cromwell ran the country as a puritan and was not popular. The experiment was a failure and the King was eventually returned, however Parliament never gave up its power.	That Africa was viewed with awe and wonder from Europe. That Africa had thriving Kingdoms and cultures before European contact. That the Transatlantic trade system was a profit making process. That the conditions were horrible during the middle passage. That the enslaved people were treated differently depending on their role. That the slave trade was eventually abolished and the factors which caused it. That the impact of the slave trade still reverberates through until today.	That the British Empire was a profit making enterprise. That Britain wanted an Empire to compete with other European countries. That India was very prosperous but divided before the British came. That the Indians fought back against British colonial rule. The British Raj fundamentally changed how India was governed. That India gained its independence through the efforts of Gandhi and WWII. How the British Empire has had a lasting impact on Britain.
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Curriculum Rationale and Overview



<i>What will students understand?</i>	Cause and consequence. - Advances of the Seljuk Turks caused the First Crusade. Change and continuity. - How the European world changed due to contact with the Islamic world. Similarity and difference - How the Islamic world differs from Christendom. Chronology. - The success or failure of the six main Crusades over time. Significance. - The impact of Islamic technology on Christendom Interpretation. - Sources about Saladin showing him in both a positive and	Cause and consequence. - Restricting wages resulted in the Peasants' Revolt. - Unruly behaviour by the King resulted in rebellion from the Barons and Magna Carta. Change and continuity. - The power of the monarch before and after a challenge. Similarity and difference - Eleanor of Aquitaine compared to other monarchs. Chronology. - Life of Eleanor of Aquitaine. Significance. - The significance of the Magna Carta.	Cause and consequence. - Henry's need for a son caused the English Reformation. Change and continuity. - Reformation of the Church. Similarity and difference - Catholicism and Protestantism. Chronology. - Different Tudor monarchs and their religious affiliations Significance. - The significance of the Reformation.	Cause and consequence. - The events that caused the English Civil War. Change and continuity. - The interregnum. - The changing power of Parliament and flirting with democracy. Similarity and difference - Parliamentary and Royalists. Chronology. - The events leading up to the English Civil War. Significance. - The significance of the English Civil War on Parliament.	Change and continuity. - The impact of the slave trade on Africa. Similarity and difference - Parliamentary and Royalists. Significance. - The significance of the slave trade on today's world. Interpretation. - Thomas Aquino on his experiences as an enslaved person.	Change and continuity. - India before and after British conquest. Significance. - Impact of the Empire on Britain. Chronology. - The countries which Britain conquered.
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Curriculum Rationale and Overview



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<i>What will students be able to do?</i>	Place the six main Crusades in chronological order and whether they were a success or failure. Use sources to draw inferences about the character of Saladin. Use PEEL paragraphs to answer an essay style question explaining which side won the Crusades. To reach judgements on the significance of technology brought back from the Islamic world. Understand how individual events interact with each other to create a narrative.	Place the events of the Peasants revolt in chronological order. Use sources to draw inferences about the reasons why the Peasants revolted. Use PEEL paragraphs to answer an essay style question explaining whether the monarchs were the ultimate power in mediaeval England. To reach judgements on the significance of monarchs in mediaeval England. Understand how individual events interact with each other to create a narrative.	Place the Tudor monarchs in chronological order Use PEEL paragraphs to answer an essay style question explaining why Henry VIII broke with Rome. To reach judgements on the significance of the Reformation of the Church. Understand how individual events interact with each other to create a narrative.	Place the events leading up to the English Civil War in chronological order. To use sources to infer how each reform group wanted to change England. Use PEEL paragraphs to answer an essay style question explaining which group of reformists the student agrees with. To reach judgements on the significance of the killing of Charles I. Understand how individual events interact with each other to create a narrative.	Explain Britain's part in the slave trade. Explain what the West African Kingdoms were like before European expansion. Explain how the Trans-Atlantic Slave Trade operated. To use sources to infer how slaves were treated differently from one another. Use PEEL paragraphs to explain why the slave trade was abolished. To reach judgements on the significance of the slave trade. Understand how individual events interact with each other to create a narrative.	Place the countries that Britain conquered in chronological order. Use PEEL paragraphs to answer an essay style question explaining why India was so important to the British Empire. Understand how individual events interact with each other to create a narrative.

Curriculum Rationale and Overview



How will they be formally assessed?	A written assessment on the power of mediaeval monarchs. Multiple choice assessment.	A written assessment on the power of mediaeval monarchs. Multiple choice assessment.	A written assessment on the reasons why Henry VIII broke with Rome.	Multiple choice knowledge assessment.	A written assessment on the power of mediaeval monarchs. Multiple choice assessment.	Multiple choice assessment.
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