

Year 8 History Department Curriculum 2023 – 2024

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| Half Term 4 Scheme of Learning Focus: 17th and 18th Century Democracy and Monarchy | Enquiry Question Why did the Monarchy fall out of favour? |
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| Intent of this scheme of learning | Prior learning and links to future learning |
| The intent for this scheme of learning is for students to understand the conflicts between the people and Monarchy and the impact of rebellions. Students to link to modern day rebellions and protests – Is this the best way to bring about change? Students to look at alternatives to rebellions and pose a questions. | In HT3, students studied the English Civil War and the trial and Execution of Charles I. In Yr 8, Students will review the impact of American independence in HT6 as they look at crime and punishment during the Industrial Revolution. In Yr 9, students will study suffrage and enfranchisement in British history. The decision to restore the monarchy following the interregnum will be discussed as part of the conflict between monarchy and democracy. |

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| Disciplinary Knowledge | Substantive Knowledge |
| Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the significance of events to show change and continuity across the timescale. Interpreting the past Students will be exposed to the works of Historians and will learn to ‘Think like a Historian’ by looking at interpretations of the past, and in particular the work of: John Morrill - British Historian Tom Reilly - Irish Historian | British Knowledge: <ul style="list-style-type: none"> • Restorations of the Monarchy • Cromwell’s England Meanwhile elsewhere in Europe and/or the Wider World: <ul style="list-style-type: none"> • American Revolution • French Revolution |

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| Assessment and Feedback | CEIAG links | Academy core values – Respect, Ambition, Resilience and Compassion |
| All feedback follows the whole school teaching and learning policy with collective and personalised feedback. Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past. | Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, student to critically challenge the rebellions in identifying the effective course of action. | Students to empathise with the ambition of the rebels and look to ambition in their own lives at school and at home. What is ambition? Why is ambition in life necessary? |

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| Assessment 4 – Why did the Monarchy fall out of favour? | | |
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| Tier 2 vocab | <i>Monarchy</i> | <i>Inherited</i> | <i>Unpopularity</i> | <i>Representation</i> | <i>Persistence</i> | <i>Misconceptions</i> | <i>Unrest</i> | <i>Establishment</i> | <i>Independence</i> | <i>Tensions</i> |
| Tier 3 vocab | <i>Commonwealth</i> | <i>Lord Protector</i> | <i>Succession</i> | <i>Taxation</i> | <i>Constitution</i> | <i>Penal Colony</i> | <i>Democratic</i> | <i>Revolution</i> | <i>Oppression</i> | <i>Surrender</i> |

| Lesson Sequencing | | | |
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| | Learning Intention | Knowledge | Skills |
| 1 | Evaluate interpretations of Oliver Cromwell's England | <ul style="list-style-type: none"> Commonwealth & Lord Protector Puritan laws & changes (banning of Christmas, social changes) Cromwell's heir (Richard Cromwell) Idea of inherited rule | <ul style="list-style-type: none"> Describe Cromwell's changes Examine the responses to these changes Evaluate interpretations about Cromwell |
| 2 | Assess if the return to the monarchy was an improvement | <ul style="list-style-type: none"> Cromwell's death Return of Charles II Unpopularity of Charles II Issues with the monarchy <ul style="list-style-type: none"> Succession Taxation Religion | <ul style="list-style-type: none"> Explain why England wanted Charles II Describe Charles II problems Assess if the return to monarchy was an improvement |
| 3 | Explain the causes of the American Revolution | <ul style="list-style-type: none"> America's conflict with English rule "No taxation without representation" Boston Tea Party & rebellion Declaration of Independence & institution of Congress | <ul style="list-style-type: none"> Identify the conflict between England and America Describe the actions of the American Revolution Explain the causes of the American Revolution |
| 4 | Compare the consequences of the American Revolution | <ul style="list-style-type: none"> Consequences for America: Constitution & Government persistence of slavery Consequences for Britain: <ul style="list-style-type: none"> Loss of <ul style="list-style-type: none"> Trade Power penal colony | <ul style="list-style-type: none"> Describe the consequences for America and Britain Compare the positives and negatives for each country Assess the long term impact for Britain |

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| 5 | Explain the causes of the French Revolution | <ul style="list-style-type: none">• Reign of Louis XIV• Misconceptions: Marie Antoinette | <ul style="list-style-type: none">• Identify why there was unrest in France• Explain how the American Revolution inspired the French• Prioritise the causes of the French revolution and reach a judgement on them |
| 6 | Assess the significance of the French Revolution | <ul style="list-style-type: none">• Establishment of a democratic government• Eventual rise of Napoleon Bonaparte as the Emperor of France | <ul style="list-style-type: none">• Outline the outcome of the French revolution• Explain how and the French revolution ended• Assess the significance of the French revolution for France and Europe |