

Title: 'How Significant were the Tudors?'

[History, Year 8, unit 1 of 6]

What previous learning am I building on?	
Key first and second order concepts, e.g.: - Monarchy - Dynasty - Absolute power - Chronology	By the end of this unit, I will: - Understand key history words, such as dynasty, heretic, reformation - Know what Britain was like under different Tudor Monarchs - Be able to use this knowledge to evaluate and compare the significance of different Tudor Monarchs
Learning Journey – lesson title and main activities	
1. Introduction to the Tudors – introduction to the significance criteria, war of the Roses/Bosworth, introducing some key terms such as dynasty. Retrieval Practice- Hinge Questions- War of Roses Hinge Question “Which statement supports what Henry VII did after the War of Roses”	
2. How significant was Henry VII? – exploring the problems Henry faced as king and how he dealt with these. Retrieval Practice- Battle of Bosworth- War of Roses Conflict Significance of Marriage between Henry VII and Mary of York Hinge Question- “Which statements shows how Henry VII dealt with his problems”	
3. Who was Henry VIII? - looking at a source painting of Henry VIII, weighing up evidence – what kind of King was Henry? Retrieval Practice- War of Roses/Unification- Tudor Rose Significance of Henry VII reign True or False Quiz	
4. How did Henry VIII change religion in England? - understanding of key terms (Catholic, Protestant, Reformation, Monastery), Act of Supremacy, Reasons behind the changes. Retrieval Practice- The reign of Henry VII and Henry VIII Significance of Change of Henry VIII Hinge Question “Which statement shows the changes of the Reformation”	
5. How significant was Edward VI? Source on death of Henry VIII and Edward VI, examine the changes made by Edward. Retrieval Practice Significance of Edward VI reign True or False or Find the Fib	
6. Did Bloody Mary deserve her nickname? Changing back to Catholicism, introducing new terminology such as heretics, analyse sources to determine if Mary I deserved her nickname Retrieval Practice Significance of Mary I Hing Question “Which statement summaries the reign of Mary I”	

7. How did Elizabeth change religion in England? Reading comprehension on the Middle Way, why it was created and evaluating the success of the MW. Writing activity to finish. Retrieval Practice Significance of Elizabeth I Hinge Question “ Which statement summaries the reign of Elizabeth I” True or False Reign of Elizabeth I			
8. Why did Elizabeth kill her cousin? To understand who Mary Queen of Scots was, significance and what this shows about Elizabeth as Queen. Retrieval Practice Hinge Question “Which statement is a reason for the death of Mary Queen of Scots”			
9. Assessment lesson			
How will I be assessed at the end of this unit?			
1. Recall of the key terms, essay on the significance of at least two Tudor monarchs.			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
Comprehension activities, extended writing – significance questions.	Quizzes on key words and facts	Attempt challenge tasks Research	BBC Bitesize

Title: Stuart Britain

[History, Year 8, unit 2 of 6]

What previous learning am I building on?	What am I learning that is new?
Magna Carta Parliament Absolute Power Monarchy Chronology	- Understand key history terms, such as divine right of Kings, republic, interregnum, - Know what Britain was like under the Stuart Monarchs and Cromwell - Be able to use this knowledge to explain how democracy was created
Learning Journey – lesson title and main activities	
1. What was the Gunpowder Plot? To know about James I and the Gunpowder Plot; To understand the place of Parliament in James I's England Retrieval Practice- Previous topic Hinge Question: "What is the best reason for the Gunpowder plot"	
2. Who led Charles into conflict with Parliament? Explore the various reasons why Charles fell out with Parliament, categorise these points (economic, political and religious) Retrieval Practice-	
3. How did the English Civil war start? To analyse political issues in Charles's reign; To judge how important these issues were in causing the Civil War; to know what the importance of the Grand Remonstrance.	
4. Why was Charles I executed? To know key terms such as treason and traitor, to explore why Charles I was executed through sources.	
5 + 6. Who was Oliver Cromwell? To know what 'Lord Protector' meant, what was the interregnum and evaluate how positive this time was.	
7. The Glorious Revolution – the birth of democracy? Who is James/how does he become King, what was the Bill of Rights, how was a democracy created?	
8. Assessment lesson	
How will I be assessed at the end of this unit?	

20 Short knowledge-based questions to test the understanding of the unit.

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
'Explain' essay style question Introduction of new history terminology	Seneca/Carousel Key words tests Questions and comprehension tasks from the textbook	Research about the transition from the Stuarts to the Georgians Comparison of Tudors to Stuarts	https://www.bbc.co.uk/bitesize/topics/zk4cwmn

Enquiry question
How did the Industrial Revolution change people's lives?

[History, Year 8, Unit 3 of Year 8]

What previous learning am I building on?	What am I learning that is new?
• Life in Britain before industrialisation • Farming and village life • Earlier work on change over time • Source analysis and explanation skills • Understanding chronology and historical significance	By the end of this unit, I will: Understand: • Industrialisation • Urbanisation • Public health • Child labour • Significance Know: • Why Britain industrialised first • How factories changed work and production • What life was like in factories and cities • How railways changed Britain • How public health reforms improved living conditions Be able to: • Explain causes and consequences • Use evidence to support arguments • Analyse sources and interpretations • Explain historical significance • Write clear historical explanations

Learning Journey – lesson title and main activities

1	Population Growth – Explore why Britain's population increased during the Industrial Revolution. Use graphs, maps and sources to explain change.
2	Life for Children – Investigate the experiences of children working in factories and mines. Analyse historical evidence and debate whether child labour was fair.
3	Textile Industry – Study inventions and machines that transformed textile production. Explore the growth of factories.
4	Factory Life – Examine working conditions, rules and dangers inside factories. Use source material to assess factory life.
5	Significance of the Train – Explore how railways changed travel, trade and communication across Britain.
6	City Conditions – Investigate overcrowding, housing, sanitation and disease in industrial towns and cities.
7	Public Health – Study how reformers and governments improved sanitation and public health during the 19th century.

How will I be assessed at the end of this unit?

- Source analysis questions
- Knowledge recall quizzes
- Extended historical writing
- Explanation questions about change and significance
- End of unit Industrial Revolution assessment

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
Reading historical sources and extracts; learning key vocabulary; writing evidence-based explanations; discussion and debate activities	Retrieval quizzes; knowledge organiser revision; source questions; short research tasks; extended writing	Watch documentaries; read about inventors and reformers; complete additional research on the Industrial Revolution	Speak to your teacher; attend support sessions; use knowledge organisers and lesson resources; review feedback and class notes

Why was Slavery and the Triangular Trade abolished?

[Slavery]

What previous learning am I building on?	What am I learning that is new?
The British Empire- the needs for labour and the need for resources The industrial revolution factories and the resources manufactured from the Empire= cotton, sugar, tobacco	By the end of this unit, I will: - Understand [vocabulary, concepts] - Know [factual content] - Be able to [skills] Understand- The Slave Trade Was a System Driven by Profit and Power- They should recognise that the trade was driven by the demand for products like sugar, cotton and tobacco, and that enslaved people were treated as commodities for profit The Human Impact: Lived Experiences of Enslaved People- Students should gain a strong understanding of the human cost of slavery. This includes learning about the Middle Passage To be able to explain: The Causes and Consequences of the Slave Trade
Learning Journey – lesson title and main activities	
1. What were the origins of the Slave Trade? • Why did Europeans need Slaves • Why did European powers need African Slaves	
2. What was the Middle Passage? • What was the Triangular Slave Trade • What happened on the Middle Passage • How were slave treated on Middle Passage	
3. What was life like for Slaves on Plantations?	

- What was a Plantation
- What was grown on Plantations
- How were slave treated on Plantation
- How did Slave resist slave life

4. Abolition of the Slave Trade

- What were the causes of the Abolition Movement
- Who were the main people in the Anti Slave Movement- Thomas Clarkson, Olaudah Equiano
- What methods did the Abolition Movement use

5

6

7

How will I be assessed at the end of this unit?

Write an account of the Anti Slavery Movement

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
Extracting information from department resources and PowerPoint slides	Knowledge consolidation every three lessons.	The transatlantic slave trade - KS3 History - BBC Bitesize The transatlantic slave trade overview - The transatlantic slave trade - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize	Satchel – revision resources

Did the Industrial Revolution improve people's lives?

What previous learning am I building on?	What am I learning that is new?
	By the end of this unit, I will: - Understand [vocabulary, concepts] - Know [factual content] - Be able to [skills] - Should know- Why the Industrial Revolution happened (Causes) Pupils should understand that the Industrial Revolution did not happen by chance - How life changed for different groups (Impact) Students should explore how the Industrial Revolution transformed people's lives, but in different ways depending on who you were - Why the Industrial Revolution is significant (Legacy) - Pupils should recognise that the Industrial Revolution has a lasting impact on the modern world - - - -
Learning Journey – lesson title and main activities	
1. Why did Population increase • To understand why populations increased during 1750-1900 • How is it linked to the Industrial Revolution	
2. Why were children used during the Industrial Revolution • How were children treated in factories • Why were children important to the industrial revolution	
3. How did the Domestic Industry become the Text Industry? • How were clothing made before the Industrial Revolution • How did the Industrial revolution change cloth making • What machines changed this	
4. What was it like to work in a Factory? • What was a factory • How were people treated working in factories • What were factory towns • How did they change urban areas	
5. How important were Trains during the Industrial Revolution? • Why did Trains replace road and canal during the industrial revolution in moving heavy goods • How did trains create the Tourism in the UK	

6. What was it like to live in Cities during the Industrial Revolution? • What was life like living in cities • What were slums • What types of homes did workers live in			
7. How did Public Health Change living in Cities? • Explain the problem faces by living in cities diseases • Explain the role of Bazalgettee and Edwin Chadwick			
How will I be assessed at the end of this unit?			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
Extracting information from department resources and PowerPoint slides	Knowledge consolidation every three lessons.	When was the industrial revolution? - BBC Bitesize	Satchel revision

“[Enquiry question]”

[Industrial Revolution]

What previous learning am I building on?		What am I learning that is new?	
The slave Trade The British Empire		By the end of this unit, I will: - Understand [vocabulary, concepts] - Know [factual content] - Be able to [skills]	
Learning Journey – lesson title and main activities			
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How will I be assessed at the end of this unit?			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?

“[Enquiry question]”

[Women’s suffrage TBC]

What previous learning am I building on?	What am I learning that is new?		
	By the end of this unit, I will: - Understand [vocabulary, concepts] - Know [factual content] - Be able to [skills]		
Learning Journey – lesson title and main activities			
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How will I be assessed at the end of this unit?			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?