

Huntington School History curriculum

Overview of Year 8

Each unit is shaped and driven by an **enquiry question** – the whole unit is about helping students gather the knowledge and historical thinking they need to answer that question.

As outlined in our **feedback policy**, teachers will provide a range of whole-class and verbal feedback throughout the year as and when appropriate, on classwork, extended learning and end of enquiry pieces. This is flexible and adaptive to the needs of individual students and is in addition to feedback and directed improvement time on the major assessments.

There are some set homework tasks and in other areas there is more flexibility for teachers to set tasks that

You can **support your Year 8 historian** in their day-to-day learning by

- Asking them about what they are learning
- Helping them with homework tasks, especially quizzing them during revision homeworks.
- Use the **extend and develop** sections below to find opportunities for students to further their knowledge and understanding

Some **big themes** of the early modern and industrial world: empire, revolution, slavery and industry

The major themes of Year 8 are those that dominate the early modern and industrial world. It is a world where vast **empires** rise, are resisted and fall. Within these empires new trades develop, especially those where people are traded within systems of **slavery**. It's also a world where the monarchical forms of power we studied in Year 7 are challenged by the crowds and mobs of people's **revolutions** and, eventually, the birth of modern democracy. Other forms of revolutionary change such as the scientific and **industrial** revolutions – changes that affect how people work as well as their health and wider lives. Year 8 is a fascinating story of how these things are interwoven across several centuries. It will set us up for the great clashes of Empire in the First World War in Year 9, as will our study of ordinary people, and the increasing power and importance of how whole societies operate.

Overview: The Early Modern World

4 Lessons

Summary

This unit explores the major themes and issues of the early modern world, especially looking at changes and continuities from the medieval world. It aims to build students sense of period whilst hooking back into the key themes and issues of Year 7.

How this fits in

Recap of key themes in Year 7, setting conceptual scene for Year 8 to come. Builds crucial sense of periods for GCSE Public Health unit.

Homework

Task set by class teacher to develop and extend lesson work.

Enquiry: How and why did ideas change in the Early Modern period?

8 Lessons

Summary

This enquiry explores some of the **changes** to ideas that helped medieval Europe morph into Early Modern one. By homing in on key thinkers of the scientific revolution we explore the role of a range of **causal factors** from this period that helped Europeans at least partly change how they thought.

How this fits in

This unit builds on unit one and the religion theme of Year 7. It will set up the theme of Early Modern people challenging accepted ideas.

Homework

Extend and develop: There is a great deal on BBC

Assessment:

Format

Short answer, vocabulary and chronology section followed by a single paragraph explanation.

Feedback and improvement

Teacher marked and dedicated time in lessons to improve quality of written explanation work.

Enquiry: What did 'colonisation' mean to the indigenous people of three places in the British Empire?

4 Lessons

Summary

This unit looks at three locations before and during the process of colonisation by the expanding British Empire. It looks **similarities and differences** between America, India and New Zealand, as well as **changes** in the British approach over time.

How this fits in

This is a foundational unit for topics including the Atlantic slave trade, Haitian revolution, much of Year 9 and GCSE Health, Normans and America.

Homework

Exploring a fourth example of colonisation by researching the use of Australia as a penal colony.

Extend and develop:

Enquiry: How did the British transatlantic slave trade change the world?**4 Lessons****Summary**

This unit explores how the Transatlantic Slave Trade changed areas of three continents, focussing on Akan West Africa, Jamaica and Bristol. It looks at a wide range of changes, from human suffering to the macro-economic changes the trade brought about.

How this fits in

Builds on Elizabeth Y7 unit and Colonisation Y8, deepening knowledge of empire. Vital context for rest of Y8 course.

Homework**Extend and develop:**

The First of Midnight by Marjorie Darke tells the experiences of an enslaved person and a bondservant in 18th century England. *Long Journey Home* by Julius Lester shares stories of black people whose lives were transformed by slavery.

Enquiry: What worlds was Josiah Wedgwood changing?**4 Lessons****Summary**

This story looks one of the first industrialists and considers the motivations and ability of Josiah Wedgwood and his fellow members of the Lunar Society of Birmingham to change the world forever.

How this fits in

Foundational context for units on industry, as well as GCSE Health and Fountains Abbey.

Homework**Assessment: the early stages of empire, slavery and industry****Format**

Short answer knowledge test.
Series of paragraph-length responses to different questions

Feedback and improvement

Feedback sheet and some verbal whole-class feedback, leading to DIRT tasks. Future teaching of historical explanation then builds on this feedback.

Enquiry: What did 'revolution' mean in the Age of Revolutions?**6 Lessons****Summary**

Comparing previous attitudes to government, power, empire and exploring reasons for the change. This unit has not yet been planned and the enquiry question needs to be finalised, and a conceptual focus agreed upon.

How this fits in

This unit echoes the English Civil War study at the end of Year 7 and builds upon the Year 8 of empire and slavery.

Homework**Extend and develop:**

The Tale of Two Cities by Charles Dickens – a classic set against the backdrop of France before and during the Revolution that began in 1789.

Enquiry: How did different people contribute to the abolition of the British transatlantic slave trade?**4 Lessons****Summary**

This unit challenges the traditional interpretation of the causes of the abolition of slavery, which focusses on British politicians, and looks at the broader movement, aiming to incorporate the full diversity of contributions to the campaign.

How this fits in**Homework**

Task set by class teacher to develop and extend lesson work.

Extend and develop:

The film *Amazing Grace* offers a Wilberforce-centric view, and would be interesting to compare to the interpretation of abolition this unit offers.

Format

Short answer knowledge test.

Feedback and improvement

Feedback sheet and some verbal whole-class feedback, leading to DIRT tasks. Future teaching of historical explanation then builds on this feedback.

Enquiry: How typical was York’s industrial revolution?

6 Lessons

Summary

This unit investigates **similarities and differences** between York, Bradford and Manchester in the Industrial Revolution. It looks at how and why York has an unusual experience in some ways, but has other aspects in common with it’s regional neighbours.

How this fits in

Connects to stories of empire, slavery and Wedgwood. Builds on Year 7 local studies. Lays conceptual foundations for GCSE Public Health and Fountains Abbey.

Homework

Extend and develop:

Visit York’s Chocolate Story or the National Railway Museum. Explore New Earswick after the lesson on it to see the changes Rowntree made for yourself.

Enquiry: Why was there no British Revolution in the 1800s?

6 Lessons

Summary

This fight for the right to vote in the 19th century was bitter, violent, drawn-out and incomplete. This unit looks to listen carefully to the voices of the people involved in key moments in this fight, contextualising the evidence they have left behind and learning what we can about this momentous period in History.

How this fits in

Builds on previous steps towards democracy, e.g. Civil War in Year 7, comparison to American, French and Haitian revolutions and prepares for Suffragettes in Year 9.

Homework

Extend and develop:

Enquiry: Why did some women want to watch the world burn?

4 Lessons

Summary

This unit explores why the Suffragettes became radicalised and how they fitted in to the broader picture of the suffragist campaigns which led to women gaining the vote in 1918. It considers **causation** in a range of ways, including motivations of individuals and broader factor-led analysis.

How this fits in

Builds on previous unit about increasing suffrage and political reform, builds towards themes in GCSE People’s Health and A-level Civil Rights units.

Homework

Research task on women in New Zealand getting the vote

Extend and develop:

Read *Death in Ten Minutes* by Fern Riddell, or watch videos of her being interviewed. You could also watch the film *Suffragette*. Read *A Question of Courage* by Marjorie Darke.

Summary

This section consolidates all the knowledge, concepts and writing skills we have been working on ready for the end of year exam.

It will explain the exam format and help students select the core ideas and information they need to successfully take on the challenge of the End of Year exam.

Extend and develop:

Help your student by asking questions or using flashcards and mind maps they have made to quiz them. This is the best thing to build their knowledge and confidence!

How this fits in

This mirrors the kind of preparation students will do for the GCSE and A-level exams, so we are teaching revision strategies and building habits.

Homework

Revising by creating and using flashcards, mind maps and quizzes.

End of Year Exam

Topics covered

The exam covers everything learned in Year 9, with a particular focus on the following topics:

Format

A range of short-answer knowledge questions and paragraph-length responses, with one more extended answer at the end of the paper.

Feedback

The exam generates a mark and a judgement on attainment reported home. There will also be verbal feedback and discussion of each question.

Enquiry: What was the experience for migrants to Britain 1500 to the present?

4 Lessons

Summary

This unit looks at how welcomed different groups of people were in Early Modern and industrial Britain. It explores the complex issues **change and continuity** and **diversity** over a longer period of time, especially when connected to its partner unit in Year 9, and draws together many of the events of the Year 8 course, which influence the migration story.

Extend and develop:

How this fits in

Builds on the Year 8 empire units and stitches together the events of other Year 8 units together via a new lens. Builds towards a Y9 unit about C20th migration.

Homework

Task set by class teacher to develop and extend lesson work.

Enquiry: Ireland in the 19th Century (Enquiry Question TBC)

4 Lessons

Summary

This unit will investigate Ireland as a story connected to many things we have studied in Year 8, not least the British Empire.

Extend and develop:

How this fits in

This

Homework

Task set by class teacher to develop and extend lesson work.