



## PLUME ACADEMY - LEARNING OVERVIEW

Year	Year 8
Subject	History

### Prior Learning

The Year 8 History curriculum builds on prior learning from Year 7. History is a *cumulative* subject discipline, and as such knowledge learnt in one year is layered upon previous years, *for example knowledge learnt in Year 7 about the African Mali Empire of Masa Musa forms a part of a student's growing appreciation of the concept of 'Empire' as we consider in Year 8 Britain's involvement in both the East and West Indies.* Prior learning in previous years forms an integral part of each of the cumulative Linear Examinations in KS3.

### Curriculum Intent – What are the curriculum aims?



#### 4 Key Principles of the History Curriculum

Four key principles guide the curriculum choices we make, in terms of both substantive knowledge and how students learn best in a history classroom. We want students to both *learn* History and *do* History.

#### Apprentice Historians learn best when:



##### Wrestling with an Historical Enquiry Question.

In every History lesson at Plume, students will be asked to think about a key historical enquiry question. This might be for one particular lesson as part of a bigger/wider question, or it might be an enquiry question that lasts for several lessons. Every task students do in the lesson, or series of lessons, will relate to that historical question.

##### Engaging with Subject Knowledge.

Students must engage with a wide range of different types of historical knowledge: *Clear, coherent narratives* concerning people, institutions, places or events, recalled/narrated with ease so that the narrative is at the students' fingertips (ready to be called up at will, used in argument/analysis or re-told differently); *Small-scale human stories* that make larger-scale historical stories, events or changes meaningful and memorable; *Macro-stories* conveyed through generalisations and categorisations; *Chronological frameworks*; *General 'sense of period'* that helps students avoid anachronism and a *specific 'sense of period'* that facilitates the assimilation of smaller narratives or case studies; *Knowledge acquired of historical periods, events or individuals that provides context for the study of a different period, event or individual.* Appropriate *period resonances* attached to substantive concepts such as 'Parliament', 'Church', 'federalism', 'loyalty' or 'taxation' (lots of stories and examples that build and develop a concept across the curriculum).



##### Exploring the particular.

In answering historical enquiry questions students must use *specific* accurate relevant knowledge - dates, statistics, proper names and technical vocab. This is acquired through a focus in lessons on the particular - what is specific to that moment then, the *small-scale human story*, the *specific 'sense of period'*, or the *period resonance of a substantive concept.* E.g. *The story of Leslie Kleinman a Holocaust survivor develops an understanding of the substantive concept of Genocide with period resonance and a specific sense of the era of WWII.*

##### Teaching has a clear purpose.

Each historical enquiry question in the curriculum focuses on a specific area of historical thinking. As well as learning substantive knowledge, students also learn how history as an academic discipline works - disciplinary knowledge. In general, enquiries focus on either change, causation, significance or diversity (similarity and difference).



#### Making Progress as an Historian:

In history we want students to master a mental model of the past; we want them to have a deep sense of period, be able to tell stories with *historical thinking* just like an historian. We want them to *learn* and *do* history. And we want them to have a lot of fun as they do this! Student feedback will focus on 7 things we believe good historians are able to do. This will help students to set themselves targets and get better at History.

#### What Do Good Historians Do?



##### 1 Good Historians Explain Why Things Happen.

They can show how events have many causes and how these link together. They can see that some causes are more important than others and that things happen due to the actions of people but also other causes e.g. the economy or religious beliefs. They also characterise events into different types of causes e.g. long term, political, root, triggers, etc. They realise that some actions lead to unintended consequences.



##### 2 Good Historians Are Skilful At Using Evidence.

They can use evidence to make suggestions about what the past was like. They can compare different sources. They think about which pieces of evidence are best for answering questions. They think about the purpose of the source and the context in which it was made.



##### 3 Good Historians Think About Different Views In The Past.

They understand that people in the past had very different ideas about the world than people today. They think about the time in which people lived and how this affected them. They understand that historical people had very different (diverse) experiences and views of the events in which they were involved.



##### 4 Good Historians Understand How Things Changed Or Stayed The Same.

They understand that things in the past developed and changed over time. They understand that sometimes things stayed the same whilst other things changed. They know that changes happen at different speeds, and some changes are bigger than others. They identify pace of change, trends and turning-points.



##### 5 Good Historians Understand Other Historians Interpretations Of The Past.

They can identify what other people have said about the past and understand people's opinions of historical people, events and developments. They understand that writing about the past is made by people at a particular point in time.



##### 6 Good Historians Think About Why Something Is Historically Significant.

They understand that people, events or developments are significant not just because they result in change but because they reveal things about life in the past. They identify reasons why things in the past are included or excluded from history.



##### 7 Good Historians Have Detailed Knowledge And Can Write Clearly.

They have a detailed understanding of different periods of history and can use this knowledge to explain things. They are able to write in clear paragraphs, use connectives and reach judgements, using evidence to support their answers. Literacy Mats, History Bingo and other teaching strategies will help them do this.

#### Substantive Knowledge Intent in Year 8:

- Contested power, England in her European context (c.1500-c.1700): Lutheran Reformation, Henrician Reformation, changing nature of monarchy and union with Scotland, Early Modern state, Land as political entity, Religion as power
- Historic environment, localised experience of Christianity – St Mary's church, sixteenth-century.
- Contested social and economic change, England in her European context (c.1500-c.1700): printing, changing patterns in world trade, Old and New World, urban development (Great Fire), 'Scientific revolution' and Medicine; popular culture and the Witchcraze
- Historic environment, localised experience of Renaissance – Thomas Plume and his Library, seventeenth-century.
- Industrialisation, growing world trade, expansion of empire, power and control through conquest and trade, Britain in her world context (c.1700-c.1900): temperance, capitalism, railways, social change and conditions, slavery and Enlightenment



- World study Mughal India 1526-1707 (distinct and not as an adjunct to British History), Empires: expansion and collapse: Contrasting empires, control through conquest, Religion as power, connections across empires (trade, ideas...)
- Contested social and economic change in Britain, popular culture and class, Empire and migration, late nineteenth-century
- Contested power, Britain in her European context (1815-1914): the extension of the franchise, Empires and colonialisation, scramble for Africa; Militarism, Allies and Alliances, world conflict
- Engaging with up-to-date recent historiography – writing by academic historians

## Curriculum Implementation - What my child will be learning? & Curriculum Impact -How will progress be assessed?

Year 8	Autumn 1 [10]	Autumn 2 [10]	Spring 1 [8]	Spring 2 [8]	Summer 1 [8]	Summer 2 [8]
<b>Curriculum Implementation:</b> <b>What my child will be learning?</b>	<p><b>Contested power: England in her European context (c.1490-c.1730):</b> Lutheran Reformation, Henrician Reformation, changing nature of monarchy and union with Scotland, Early Modern state, London as political entity, Religion as power, historic environment (localised experience of Christianity – St Mary's church).</p> <p><b>How far do you agree that the sudden and gradual changes of the Reformation were for the better?</b> [6]</p> <p>Why was Richard Whiting hung drawn and quartered?</p> <p>Why did Civil War break out in England in 1642? [4]</p>	<p><b>Contested social and economic change: England in her European context (c.1500-c.1730):</b> printing, changing pattern in world trade, Old and New World, urban development (Great Fire), 'Scientific revolution' and Medicine, popular culture and the witchcraze, historic environment, localised experience of Renaissance – Thomas Plume and his Library, seveneenth-century.</p> <p><b>How far do you agree that the sudden and gradual changes of the Renaissance were for the better?</b> [5]</p> <p>Printing</p> <p>Great Fire of London</p> <p>Thomas Plume, Renaissance man</p> <p>Copernicus to Newton</p> <p>Witchcraze</p>	<p><b>Industrialisation, growing world trade, expansion of empire, power and control through conquest and trade, Britain in her world context (c.1700-c.1900):</b> temperance, capitalism, railways, social change and conditions, slavery and enlightenment.</p> <p><b>What does a nineteenth-century tea set reveal about the 'bloody violent history of Britain'?</b> [2]</p> <p>How does Hogarth's 18<sup>th</sup> century 'Gin Lane' resonate with historians? [2]</p> <p>Does Arkwright deserve his place on the walls of the National Portrait Gallery? [3]</p> <p>How remarkable was the slave ship Zong? [2]</p>	<p><b>Continued:</b></p> <p>To what extent did enlightenment ideas lead to the abolition of slavery? [5]</p> <p>Enlightenment</p> <p>Coffee Houses</p> <p>Haitian Revolution</p> <p>Sharpe's Revolt</p> <p>Abolition</p> <p>From Kowtow to Kapow: Why did Britain go to war with China in 1842? [2]</p>	<p><b>World study Mughal India 1526-1707 (distinct and not as an adjunct to British History):</b> Empires: expansion and collapse, Contrasting empires, control through conquest, Religion as power, connections across empires (trade, ideas...).</p> <p><b>How can we tell the story of the Rise and Fall of the Mughal Empire?</b> [4]</p> <p><b>Contested social and economic change: popular culture and class, Empire and migration, late nineteenth-century.</b></p> <p><b>How far did the poor social conditions of Victorian London enable someone to get away with murder?</b> [4]</p>	<p><b>Contested power: Britain in her European context 1880-1914:</b> Empires and colonialisation, scramble for Africa, Militarism, Allies and Alliances, world conflict.</p> <p><b>Why did the world go to war in 1914?</b> [4]</p>
<b>Historiography (Select)</b>	<p>Duffy, Emon, <i>The Stripping of the Altars: Traditional Religion in England, 1400-1580</i>, Yale, 2005.</p> <p>Marshall, P., <i>Reformation England, 1480-1642</i> (3rd ed.), London: Bloomsbury, 2022.</p> <p>Hamling, T. <i>Decorating the 'Godly' Household: religious art in post-Reformation Britain</i>, London: Paul Mellon Centre for Studies in British Art, 2010.</p> <p>Marshall, P. <i>Heretics and Believers: A History of the English Reformation</i>, New Haven: Yale 2017</p>	<p>Ian Mortimer, <i>The Time Traveller's Guide to Elizabethan England</i>, Vintage, 2013</p> <p>Doe, T. and Thornton, C. (Eds.), <i>Dr Thomas Plume, 1630-1704, His life and legacies in Essex, Kent and Cambridge</i>, Hertfordshire UP, 2020.</p> <p>Levack, Brian P., <i>The Witch-Hunt in Early Modern Europe</i>, Routledge, 2015</p> <p>Gaskil, Malcolm, <i>Witchfinders, A seventeenth-century English Tragedy</i>, Murray, 2006</p>	<p>MacGregor, N., 92: <i>Early Victorian tea set A History of the World in 100 Objects Mass Production, Mass Persuasion (1780-1924 AD)</i>, EBC Radio 4, and the British Museum, 2020</p> <p>Warner, Jessica, <i>Craze: Gin and Debauchery in an Age of Reason</i>, Profile, 2002</p> <p>Allen, Robert C., <i>The Industrial Revolution: A Very Short Introduction (Very Short Introductions)</i>, Oxford, 2017.</p> <p>Hoppen, K.T. <i>The Mid-Victorian Genera-</i></p>	<p>Gibson, Carrie, <i>Empire's Crossroads, A New History of the Caribbean</i>, Macmillan, 2015</p> <p>Hazareesingh, Su dhir, <i>Black Spartacus: The Epic Life of Toussaint Louverture</i>, Penguin 2021.</p> <p>Olusoga, David, <i>Black and British: A Forgotten History</i>, Picador, 2021</p> <p>Frankopan, Peter, <i>The Silk Roads: A New History of the World</i>, Bloomsbury, 2016</p> <p>Evans, Richard, <i>The pursuit of Power, Europe 1815-1914</i>, Penguin 2017</p>	<p>Rubens, H., <i>The Five: The Untold Lives of the Women Killed by Jack the Ripper</i> Doubleday, 2019</p> <p>Searle, G. R., <i>A New England? Peace and War 1888-1918</i>, Oxford, 2005</p> <p>Evans, Richard, <i>The pursuit of Power, Europe 1815-1914</i>, Penguin 2017</p>	<p>Sheffield, G. <i>A Short History of the First World War</i>, Newworld, 2014</p> <p>Evans, Richard, <i>The pursuit of Power, Europe 1815-1914</i>, Penguin 2017</p>
<b>Curriculum Intent (1<sup>st</sup> Order Concepts):</b> <b>Power/Political Beliefs, Values &amp; Attitudes</b> <b>Economic</b> <b>Social</b>	<p>Reformation</p> <p>Protestant</p> <p>Catholic</p> <p>Parliament</p> <p>The Crown</p> <p>Civil War</p> <p>Revolution</p> <p>United Kingdom</p>	<p>Renaissance</p> <p>Growing World Trade</p> <p>Science</p> <p>Witchcraze</p> <p>Literacy</p>	<p>Parliament</p> <p>Government</p> <p>Industrialisation</p> <p>Urbanisation</p> <p>Colonisation</p> <p>Domestic to Factory System</p> <p>Empire</p>	<p>Slavery</p> <p>Plantation</p> <p>Commerce</p> <p>Colony</p> <p>The Enlightenment</p> <p>Migration</p>	<p>Mughal</p> <p>Industrialisation</p> <p>Urbanisation</p>	<p>World Conflict</p> <p>British Empire</p> <p>Nationalism</p> <p>Militarism</p> <p>Imperialism</p>
<b>(2<sup>nd</sup> Order Concepts):</b>	<p>Change &amp; Continuity</p> <p>Causation</p>	<p>Change &amp; Continuity</p>	<p>Significance</p>	<p>Causation</p>	<p>Change &amp; Continuity</p> <p>Interpretation</p>	<p>Causation</p>
<b>Curriculum Impact:</b> <b>How will progress be assessed?</b>	<p><b>Formal:</b> Open Book Essay (causation): Why did Civil War break out in England in 1642?</p> <p><b>Health Checks:</b> classroom and online quizzes, timelines, narratives, exercise book checks</p>	<p><b>Formal:</b> Linear Examination with Essay (change): How far do you agree that the sudden and gradual changes in the Early Modern were for the better?</p> <p><b>Health Checks:</b> classroom and online quizzes, timelines, narratives, exercise book checks</p>	<p><b>Formal:</b> Linear Examination with Essay (causation): To what extent did enlightenment ideas lead to the abolition of slavery?</p> <p><b>Health Checks:</b> classroom and online quizzes, timelines, narratives, exercise book checks</p>	<p><b>Formal:</b> Creative (significance): Tea Cosy</p> <p><b>Health Checks:</b> classroom and online quizzes, timelines, narratives, exercise book checks</p>	<p><b>Formal:</b> Narrative: Write a clear and organised summary that analyses the rise and fall of the Mughal Empire. Support your summary with examples.</p> <p><b>Health Checks:</b> classroom and online quizzes, timelines, narratives, exercise book checks</p>	<p><b>Formal:</b> Linear Examination with Essay (causation): Why did the world go to war in 1914?</p> <p><b>Health Checks:</b> classroom and online quizzes, timelines, narratives, exercise book checks</p>



### Super-Curricular Opportunities – Extending Learning

Useful supporting resources:	If a student is really passionate about this subject, they could:	As a parent/carer, I can assist my child in this subject by:
<ul style="list-style-type: none"><li>• The <a href="#">History Portal on SharePoint</a> can be accessed by students from Home. It is organised by year group and unit of study. Each page contains the lesson resources; home-learning tasks including extended reading activities, as well as revision and recall resources.</li><li>• To access your child will need to log-on using school login details.</li></ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"><li>• <i>The Silk Roads: A New History of the World - Illustrated Edition</i>, by Peter Frankopan</li><li>• <i>Black Powder or The Queen's Fool</i>, by Ally Sherrick</li><li>• <i>Two Sisters A Story of Freedom</i> Kereen Getten (fiction)</li><li>• <i>Witch</i>, Finbar Hawkin (fiction)</li><li>• <i>Swordswoman</i>, Devika Rangachari (fiction)</li></ul> <p><b>Watch:</b> Any of the documentaries on our Microsoft Streams Year 8 History channel.</p> <p><b>Surf:</b> <a href="#">Please visit SharePoint and the Year 8 History page for activities and resources.</a></p> <p><b>Visit:</b> <a href="#">Museum of London Docklands</a></p>	<ul style="list-style-type: none"><li>• <b>Talking to your child about what they have been learning in History</b>, ask them further questions and get them to explain 'stuff' to you.</li><li>• <b>Read this book with your child:</b> <i>The Silk Roads: A New History of the World - Illustrated Edition</i>, by Peter Frankopan</li><li>• <b>Watch historical documentaries together</b></li><li>• <b>Visit local or national sites of historical interest.</b> (Ideas for places to visit included on the 5R Home-learning sheets)</li></ul>