

Year 8

| Timing | Unit Title | Key Question | Knowledge | Assessing understanding |
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| Autumn | Early Modern Europe and Tudor England | <p>How did ideas change Early Modern Europe?</p> <p>What global connections were made in the early modern era?</p> | <ul style="list-style-type: none"> • How did the Renaissance change Europe? • Why did the ideas of Martin Luther ‘go viral?’ • Why did Henry break from Rome? • How far did religion change in the Sixteenth Century? • Does Mary deserve the title ‘Bloody Mary?’ • Why did some Tudors risk their lives to explore the World? • Why was there a ‘culture clash’ when settlers arrived in the Americas? • What was Aztec civilization like? • How did the Spanish conquest change life for the Aztecs? | <p>How understanding is assessed</p> <ul style="list-style-type: none"> • Students will be able to recognise the cultural and intellectual changes of the Renaissance and link these to the religious changes of the Reformation. • Students will be able to understand the causes of the Break with Rome in England and come to their own opinion as to which was the most important reason (money, religion, power). • Students will be able to explain how religion in England changed over time. • Pupils will be able to explain the motivations of Tudor explorers. • Students will be able to explain the reasons for a ‘culture clash’ when settlers arrived in the Americas by looking at the settlements at Roanoke, Jamestown and New Plymouth. • Pupils will understand and explain what Aztec culture was like and how this way of life was changed when the Spanish invaded the ‘New World’. <p>Skills</p> <ul style="list-style-type: none"> • Essay writing • Source analysis of written and pictorial sources • Explaining reasons why • Asserting arguments using supporting evidence <p>Assessment Point information</p> <ul style="list-style-type: none"> • Essay on Henry VIII’s break with Rome • Aztec leaflet |

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| Spring | Early Modern Europe and Tudor England | How did politics change in early modern Europe? | <ul style="list-style-type: none"> • How did Elizabeth overcome opposition? • The Gunpowder plot: a conspiracy or not? • Why did people challenge the King in 1642? • How did England change politically in the C17th? • How was and why was the UK formed? • How did Revolution lead to changes in France and Haiti? | <p>How understanding is assessed</p> <ul style="list-style-type: none"> • Students will understand the problems that Elizabeth faced and the solutions that she put in place. They will be able to assess the severity of these problems and how effective the solutions were • Students will be able to explain and link together the causes of the Civil War. • Students will consider the changing relationship between the Crown and Parliament through their study of Guy Fawkes, the Civil War and the Glorious Revolution. They will be able to identify the changes and why they happened. <p>Skills</p> <ul style="list-style-type: none"> • Source analysis • Explanation • Interpretation <p>Assessment point information:</p> <ul style="list-style-type: none"> • Civil War source analysis • Memorial for Oliver Cromwell |
| Summer | The Mughal Empire | <p>Who were the Mughals?</p> <p>How did elite Mughal women demonstrate power and influence?</p> | <ul style="list-style-type: none"> • Background to the Mughal empire and its expansion • What problems did the Mughal emperors face and how did they control their empire? • What were Mughal elite women's lives like? How can we find evidence of their influence? • Why did the Mughal Empire decline? • What can precious objects like the Koh-I-Noor diamond tell us about the history of the Indian subcontinent? | <p>How understanding is assessed</p> <ul style="list-style-type: none"> • Students will explore the development of the Mughal Empire and consider how different emperors manage taxation, religious plurality, internal and external threats. • Students will study a range of sources that give us an insight into the influence of elite women. • Students will be able to identify and explain a number of influences of women on aspects of Mughal government, society and the arts. • Students will consider an interpretation of the influence of Mughal women and weigh up its validity. |

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| | <p>The Transatlantic Slave Trade</p> | <p>How did the Transatlantic Slave Trade change the identities of enslaved Africans?</p> | <ul style="list-style-type: none"> • What was the Slave Trade and what was its purpose? • What was life like for slaves? • How and why was slavery abolished? | <p>Skills</p> <ul style="list-style-type: none"> • Source analysis • Explanation • Interpretation <p>Assessment point information:</p> <ul style="list-style-type: none"> • Writing a ghazal in honour of Mughal women <p>How understanding is assessed</p> <ul style="list-style-type: none"> • Students will be able to explain reasons why the Slave Trade happened and who was involved. They will be able to identify what life was like for slaves on the ships and plantations. Pupils will consider resistance from enslaved people, and how the process of becoming enslaved changed their identity, and what the legacy is today. <p>Skills:</p> <ul style="list-style-type: none"> • Creating an argument • Interpretations <p>Assessment point information:</p> |
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| | | | | <ul style="list-style-type: none">• Creating an argument on how the identities of enslaved Africans were changed by Transatlantic Slavery. |
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