

OVERVIEW

Y8 has been sequenced to allow students to understand diverse British and global studies. The Tudor reformation unit focuses on the challenges to the Catholic Church at the beginning of the Early Modern period and where those challenges were coming from and how they ultimately came to effect English history. Students will work with a range of conceptual skills developed in Year 7 including causation, source work and change and continuity in a broader sense. The Industrial revolution and British Empire units use case studies from Manchester and Salford so students can apply their learning to their local context. Once pupils have knowledge of the Industrial Revolution lessons then focus on looking at groups within society and the impact the Industrial Revolution had on their lives and whether or not this could be viewed as progress. The role of women and children will also feature predominantly when looking at who would consider this time a period of progress. The British Empire unit is then designed to develop students' knowledge and understanding of the British Empire, focusing on the experience of the indigenous populations who were colonised by the British.

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Unit 1 - Tudor Reformation

- Why did Martin Luther criticise the church?
- Why did Henry VIII want to break from Rome?
- Big Think: Why did Henry VIII want to break from Rome?
- How did Edward VI change the church?
- Does Mary deserve the nickname 'Bloody Mary'?
- How did Elizabeth change the church?
- How far was Elizabeth under Catholic threat?
- Who were the Tudors? Case Studies.

Unit 3 - The English Civil War

- What were the long-term causes of the ECW?
- What were the short-term causes of the ECW?
- Who fought in the English Civil War? When Salford launched a siege against Manchester.
- How did the ECW end?
- Who was Oliver Cromwell?
- Why was the monarchy restored?
- The Royal African company and the Glorious Revolution.

Assessment:

Assessment 1: Unit 1

Assessment 2: Units 1 and 2

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Unit 4 - The Transatlantic Slave Trade

- Exam feedback lesson
- What were African kingdoms like in the 16th Century?
- What was the Transatlantic slave trade?
- What was life like on Plantations?
- Why was the slave trade abolished? Case study: Manchester factory owners
- Who had the biggest impact on the abolition of the slave trade?

Unit 5 - The Industrial Revolution

- Why did Salford grow during 1750-1900?
- How did transport change during the Industrial Revolution?
- What impact did key individuals have on the industrial revolution?
- Did everyone view it as progress?
- How were women and children treated?

Assessment:

Assessment 3: Units 1-3

Assessment 4: Units 1-4

Sum

Revision lessons for the UL exams.

Unit 6 - The British Empire

- What is Manchester's relationship to the Empire?
- How did Canada become part of the British Empire?
- What was the TP of Britain's relationship with India?
- How did Aborigines experience the British Empire?
- How did the Scramble change Africa?
- What is the legacy of the British Empire?

The British Empire: How did colonies gain their independence?

- What was the experience of Indian soldiers?
- What was the experience of Canadian native soldiers?
- What was the experience of Algerian soldiers fighting for the French Empire?
- What was the experience of Chinese Labourers in WWI?

Assessment:

UL Exam on Units 1-5

Useful resources for supporting your child at home:

Visit the slavery museum in Liverpool to learn more about the Transatlantic Slave Trade. [National Museums Liverpool \(liverpoolmuseums.org.uk\)](http://NationalMuseumsLiverpool(liverpoolmuseums.org.uk)

Visit Quarry bank Mill and the Science and Industry Museum for information on the Industrial Revolution. [Visit Manchester | Holidays in Manchester UK | Official Tourist Board](#)

Homework:

In History students will use a range of homework methods such as the online Seneca platform, vocabulary quizzes and revision mind maps to build on their knowledge. This is set fortnightly on Abor.