



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.

Autumn

Unit 1 - Tudor Reformation and Elizabethan Golden Age

- Why did Martin Luther criticise the church?
- How and why did people oppose the Reformation?
- Why did Henry VIII want to break from Rome?
- How did Edward VI, Mary I and Elizabeth I change the Church?
- How far was Elizabeth under Catholic threat?
- Elizabethan exploration and the New World.
- Who were the Tudors? Case Studies John Blanke, Cattelana of Almondsbury

Unit 2 - The English Civil War

- The gunpowder plot
- What caused the English Civil War?
- Key events during the English Civil War.
- How did the English Civil War end?
- Who was Oliver Cromwell?
- Why was the monarchy restored?
- The Royal African company and the Glorious Revolution.
- Witchcraft in England, 1645-47

Assessment:

Checkpoint assessment on Unit 1

Checkpoint assessment on Units 1-2

Spring

Revision lessons and the Mid-Year exam

Unit 3 - The Transatlantic Slave Trade

- What were African kingdoms like in the 16th Century?
- What was the Transatlantic slave trade?
- What was life like on Plantations?
- Reasons for the abolition of the slave trade.
- Harriet Tubman

Unit 4 - 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?
- Living and working conditions in the Industrial Revolution.
- Match girl strikes.

Assessment:

Mid-Year exam

Checkpoint assessment on Units 1-3

Summer

Revision lessons and the End of Year exam.

Unit 5 - The British Empire

- The British Empire and Manchester
- The British Empire in Canada
- The British Empire in India
- The British Empire in Australia
- The Scramble for Africa
- Empires in WWI
- Later Empires

Assessment:

End of year exam

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 \(liverpoolmuseums.org.uk\)](https://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:

Homework in KS3 History will be set ahead of assessments. These will be primarily revision based tasks on paper or on Seneca.