

Ursuline College Curriculum Implementation: History Y8



Curriculum Intent	<i>'I have come so that they may have life and have it to the full.'</i> John 10: Chapter 10. V 10 Inspired by the Gospel values of love, joy, and compassion, we nurture and develop the whole child so that each unique individual grows in confidence and has the knowledge and skills to enable them to achieve their true potential. Our aim is to ensure that all pupils: • use historical details to explain answers • regularly use key historical terms with confidence • can make a confident judgement about the significance of events. • can make inferences from sources and interpretations and can understand why they differ. The vision for the history department is for students to be competent in both historical knowledge and skill set as well as providing a broad and balanced curriculum for students to follow. Respecting each other, helping each other and bearing with each other: Getting better never stops.	
Year 8 Intent	The Year 8 History curriculum builds on the strong foundations laid in Year 7, deepening students' understanding of how power, belief, and identity have developed through early modern and modern history. Students will explore transformative events such as the British Empire, The Transatlantic Slave Trade and the Industrial Revolution and revolutionary movements.	
Cycle 1	Term 1 02 09 26 – 23 10 26 7 weeks	Term 2 02 11 26 - 18 12 26 7 weeks
	Focus & Skills • The Development of the British Empire • The causes and consequences of the French Revolution and the significance of the battles of Trafalgar and Waterloo.	• The Transatlantic slave trade causes and consequences
Links to CST	• <i>As we learn about the development of the British Empire, we are called to consider how God's option for the poor and vulnerable challenges us to reflect on the experiences of those who were oppressed, exploited or disadvantaged by imperial rule.</i> • <i>As we study the causes and consequences of the French Revolution and the significance of the battles of Trafalgar and Waterloo, we are called to consider how God's option for the poor and vulnerable encourages us to recognise the impact of conflict and political change on those most in need of justice and support.</i>	• <i>As we study the causes and consequences of the Transatlantic slave trade, we are called to recognise that God's option for the poor and vulnerable challenges us to stand against exploitation and uphold the dignity of every human person.</i>

Explicit Skill Content	• Explain Britain's empire-building motives (economic, political, social). • Describe India before British rule (society, economy, governance). • Explain how and why Britain expanded into India and its effects. • Evaluate the causes, events and impact of the Indian Rebellion. • Analyse different interpretations of British rule in India. • Use evidence to judge the impact of empire on colonised peoples. • Explain causes of Britain–France rivalry in North America and its global impact. • Outline key events of the Seven Years' War and its global significance. • Explain causes and impact of the French Revolution. • Assess the significance of the Battle of Trafalgar. • Explain the importance of the Battle of Waterloo. • Evaluate change and continuity in warfare, power and rivalry. • Use evidence to judge how far this period changed Britain's global power.	• Explain how the transatlantic slave trade operated (stages and roles). • Explain Britain's motives for involvement (economic and political). • Describe the experience of enslaved people, including the Middle Passage and auctions. • Evaluate the physical and psychological impact of enslavement. • Analyse plantation life and what it shows about power and inequality. • Explain and assess methods of resistance by enslaved people. • Evaluate the role of key individuals (e.g. Harriet Tubman). • Explain the causes of abolition and why the slave trade ended in Britain. • Assess the impact of abolition and how far lives improved. • Explain the causes and impact of the American Civil War in ending slavery. • Evaluate how far Black people gained freedom after the Civil War. • Use evidence to judge the overall impact and legacy of slavery and abolition.
Homework	Reading on India before the British spellings to learn. 10 words Definitions. Find the definitions for 10 words Write a paragraph on the Indian Mutiny Quiz	Reading on the Middle Passage spellings to learn. 10 words Definitions. Find the definitions for 10 words Write a paragraph on Harriet Tubman Quiz
Assessment	In class: • India under British rule • Battle of Waterloo	Cycle 1 assessment (French Revolution and Waterloo) In class: • the Middle Passage
Disciplinary Literacy Vocab	indigenous * independence * guillotine * revolution * declaration of the rights of man * terror * reign * Bastille * cavalry * abdicated * exiled * causes * consequence * artillery * empire * colony * resources * raw materials * uprising * mutiny * cultural understanding * independence * viceroy * raj * customs * Mughals	trade * slave * middle passage * triangular trade * settlers * hot box * flogging * auction * bid * scramble * branded * plantation * abolition * abolitionist * abolition * underground railroad * civil war * sharecropping * freedman's bureau * KKK * black codes * disenfranchisement
Cycle 2	Term 3 04 01 27 – 12 02 27 6 weeks	Term 4 23 02 27 – 25 03 27 5 weeks
Focus & Skills	• The Industrial and Agricultural revolutions • Local Study: Margate	• Crime and Punishment 1700-1900

Links to CST	- As we learn about the Industrial and Agricultural Revolutions, we are called to reflect on how God's option for the poor and vulnerable challenges us to consider the impact of economic change on those who faced poverty, hardship and inequality. - As we explore Victorian Margate, we are called to recognise how God's option for the poor and vulnerable encourages us to understand the lives of those in our local community who experienced poverty, exclusion or difficult living conditions.	As we study crime and punishment in Britain from 1500–1700, we are called to reflect on how God's option for the poor and vulnerable challenges us to consider whether the most disadvantaged people in society were treated with justice, dignity and compassion.
Explicit Skill Content	- Explain how Britain changed c.1750–1900 (economic, social, technological). - Explain the causes and impact of the Agricultural Revolution. - Analyse living and working conditions in industrial towns. - Use sources to investigate child labour, assessing reliability and bias. - Evaluate the impact of industrialisation on different groups. - Explain causes and impact of protests (e.g. Swing Riots, Luddites, Peterloo). - Use evidence to judge how close Britain came to revolution. - Explain the significance of developments in transport (turnpikes, canals, railways). - Describe early Margate and its key features. - Explain why seaside towns like Margate grew in the Victorian period. - Assess the significance of Margate as a Victorian resort.	- Explain causes of crime in Industrial Britain (poverty, urbanisation, opportunity). - Evaluate change and continuity in crime patterns over time. - Analyse smuggling in East Kent using local case studies. - Explain developments in policing and their impact on society. - Analyse how and why punishments changed. - Use sources to investigate the Jack the Ripper case. - Explain the limits of evidence in unsolved crimes. - Use evidence to evaluate theories about Jack the Ripper.
Homework	Reading on Britain before 1750 Definitions. Find the definitions for 10 words Write a paragraph on working conditions for children Quiz	Reading on smuggling in East Kent Definitions. Find the definitions for 10 words Write a paragraph on the Metropolitan Police Quiz
Assessment	In class: - Factory sources - Victorian Margate	Cycle 2 assessment (slave conditions, factory conditions, industrial Britain) In class: Bow Street Runners
Disciplinary Literacy Vocab	industrial * revolution * lavatory/privy* tenement * back to back housing * slum *labour * disciplined * apprentice * shilling *trapper * agricultural * toll * turnpike * canal * locomotive * music hall * hall by the sea * minstrels * pier * bathing machine * menagerie * shell grotto * pier *sea bathing machine	music hall * hall by the sea * minstrels * pier * bathing machine * menagerie * shell grotto * pier *sea bathing machine * smuggling * duty * tubman * sportsman *venturer * capital crime * punishment * gallows * transportation * penal colony * Bow Street runners * metropolitan police * JPs * mutilate * Tyburn * tabloid * Whitechapel
KS4 Links	Crime and Punishment, industrial crime	

Cycle 3	Term 5 12 04 27 – 23 05 27 7 weeks	Term 6 07 06 27 – 16 07 27 6 weeks
Focus & Skills	• Crime and Punishment 1700-1900 CONTD • The Fight for women's suffrage	• Historical enquiry project: A Titanic disaster?
Links to CST	• <i>As we learn about the fight for women's suffrage, we are called to recognise how God's option for the poor and vulnerable inspires us to support those whose voices have been excluded and to work for greater justice and equality.</i>	• <i>As we study the Titanic, we are called to reflect on how God's option for the poor and vulnerable challenges us to consider whether everyone was treated with equal dignity and care in times of crisis.</i>
Explicit Skill Content	• Analyse Victorian attitudes to "fallen women" and what they reveal about society. • Explain how these attitudes affected women's lives and opportunities. • Explain the causes and impact of the Match Girls' Strike. • Evaluate how far the strike was a turning point for labour rights. • Compare methods used by Suffragists and Suffragettes. • Explain the causes and impact of the campaign for women's suffrage. • Use evidence to judge which suffrage methods were most effective. • Conduct an enquiry into Emily Davison using a range of sources. • Analyse interpretations of Davison's death (martyr vs accidental). • Assess Davison's significance within the suffrage movement. • Use evidence to form reasoned conclusions about historical interpretations.	• Explain what the Titanic's design and construction reveal about early 20th-century progress. • Sequence key events of the Titanic's maiden voyage. • Explain the causes of the sinking (human error, environment, technology). • Evaluate the immediate impact on passengers, crew and society. • Analyse how the disaster has been represented in media and culture. • Use evidence to evaluate different views on who was responsible. • Explain the limits of evidence in assigning responsibility. • Use evidence to reach supported conclusions about responsibility. • Assess the significance and legacy of the disaster, including safety changes. • Explain how and why the Titanic is remembered today.
Homework	Reading on the Match Girls spellings to learn. 10 words Definitions. Find the definitions for 10 words Write a paragraph on the Suffragettes Quiz	Reading on the building of the Titanic spellings to learn. 10 words Definitions. Find the definitions for 10 words Write a paragraph on the sinking of the Titanic Quiz
Assessment	In class: • Blind Man's Buff • Match Girls	Cycle 3 assessment (Smuggling, Blind Man's Buff, Margate Entertainment) In class: • Titanic
Disciplinary Literacy Vocab	tabloid * mutilate * victim * prostitute * anatomy * suspect * witness suffragette * suffragist * protest * angelic * obedient * delicate * phosphorous * protests * reform * militant * NUWSS * WSPU * arson * sabotage * martyr * suffrage * phossy jaw *	suffragette martyr * maiden voyage * distress * capacity * Harland and Wolff * port * telegram * starboard * flare * life vest * rivets * enquiry * blame * steerage * Nova Scotia * testimony * plummet * wreck * impact * navigate * interpretation
KS4 Links	Industrial crime and punishment	