

YEAR 8 OCL History Curriculum Overview

Intent:

From the beginning of the Mughal Empire in India in the 15th century through to the Peterloo Massacre at the beginning of the 19th century, students will once again explore British history in its place as part of a global narrative, where Britain was not always the premier power nor indeed the centre of events that arguably changed the course of history.

The narrative of migration, including both people and ideas, is further explored through the expansion of empires, forced movement of people as part of the transatlantic slave trade, and through ideas of revolution and enlightenment. But rather than just 'grand forces' at work, the role and actions of individuals both 'great' and 'ordinary' will underpin the study of the significant changes and events being analysed, from Charles I's actions eventually leading to his head being chopped off to Henry Hunt's progressive speech.

By the end of the year students will have seen the Mughal and British Empires rise and fall, France, America and Britain will have experienced revolutions, though not all of the same kind, and 'ordinary' people will have challenged the status quo.

Sequencing:

The Year 8 history curriculum builds upon the three big narratives established in Year 7, placing people and their actions at the heart of the shifting sands of Empire, technology, protest, revolution, and, ultimately, power.

The year continues to establish the contiguity of events across the World, explicitly relating events taking place in one location to those they have studied taking place in other, continuing the world building and connectiveness from Year 7.

Assessments:

At the end of every term there is a formal assessment with three sections. Section A; multiple choice questions to assess knowledge. Section B; source and interpretations questions. Section C; essay style question. These assessments are interleaved and are exam questions from Edexcel GCSE papers.

Term	Enquiry questions/content	Skills students need to master:	Framed tasks
Autumn 1	<p>Emerging Empires</p> <ul style="list-style-type: none"> • <i>What really</i> mattered to the Mughals? • Did the <i>Mayflower</i> land in a 'New World'? 	<p>SECOND ORDER CONCEPT: Significance/ Consequence</p> <p>Mughals: Developing empire schema and explicitly focussing on meaning of culture and interaction of non-Christian religions.</p> <p>Mayflower: Provide contrast of beginnings of British Empire with power of Mughals as well as developing contiguous chronological framework.</p>	<p>Lesson 7</p> <p>Assessment</p>
Autumn 2	<p>Contested power</p> <ul style="list-style-type: none"> • Why did people chose sides in the Civil War? • When did the Monarchy lose its power? 	<p>SECOND ORDER CONCEPT: Change and Continuity / Causation</p> <p>Power of the Monarchy: Develops schema of power and monarchy, establishing fluctuation over time. Challenges notion of linear decrease as well as rise of parliament and its functions.</p> <p>Civil War: Zooming in to the specific challenge parliament presented to monarchy during civil war, context given to the disagreement but focus will be on the human aspect of Civil War.</p>	<p>Lesson _</p> <p>Assessment</p>
Spring 1	<p>Expanding Empires</p> <ul style="list-style-type: none"> • Abolitionists or agency, why was Slavery Abolished? 	<p>SECOND ORDER CONCEPT: Significance / Consequence</p> <p>Transatlantic Slavery: Develops schema of migration through the exploration of forced migration, establishing the roles and actions of slaves in bringing</p>	<p>Lesson _</p> <p>Assessment</p>

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	<ul style="list-style-type: none"> • “Good thing vs Era of Darkness”, why has the British Empire been seen so differently? 	<p>about the end of slavery. British Empire: Develops on themes/concepts from Year 8 theme 1 and Year 7 themes 5 & 6, especially charting the shift in power towards European Empires as well.</p> <p>British Empire: Develops on themes/concepts from Year 8 theme 1 and Year 7 themes 5 & 6, especially charting the shift in power towards European Empires as well.</p>	
Spring 2	<p>Revolution + technology</p> <ul style="list-style-type: none"> • Was the Enlightenment really Scottish? • Why was the 18th Century a century of revolution? 	<p>- SECOND ORDER CONCEPT: Similarity and Difference / Causation</p> <p>Enlightenment: Provides context for major challenges to the status quo of the 18th century.</p> <p>Revolutions: Explores major challenges to status quo, developing schemas of power and monarchy beyond the British context of theme 2 and emphasising migration of ideas.</p>	<p>Lesson _</p> <p>Assessment</p>
Summer 1	<p>Revolution + technology</p> <ul style="list-style-type: none"> • “Disastrous and terrible”, an apt description of the Industrial Revolution? • What makes Birmingham’s ‘lunatics’ worth learning about 	<p>- SECOND ORDER CONCEPT: Change and Continuity / Significance</p> <p>Agricultural Development/Industrial Revolution: Adds strand to the schema of revolution and provides opportunity for local history to be used to explore major changes in British society</p> <p>Lunar Society: Use the Birmingham Lunar Society to link Britain to the wider world via trade and ideas.</p>	<p>Lesson _</p> <p>Assessment</p>
Summer 2	<p>Fighting for freedom</p> <ul style="list-style-type: none"> • Was there more continuity than change in British-Jamaican relations 1760-1870? • How should we remember the Peterloo Massacre? 	<p>- SECOND ORDER CONCEPT: Change and Continuity / Significance</p> <p>Stories of slavery & Peterloo: Forefronts the stories of ‘ordinary’ people and concepts explored throughout the year, emphasising agency of individuals rather than ‘great forces’</p> <p>Victorian town: Provides opportunity to reflect on changes in society since start of Year 7 Curriculum and provides context for Year 9</p>	<p>Lesson _</p> <p>EOY exam</p>