

History

To make a success of our future we must have an understanding of our past

The Greek word *historia* translates as “inquiry” and this is fundamental to our department. We seek to challenge and excite, to provoke and to enlighten, to make History fun and fascinating. We want to foster learning that poses more questions than answers, that leaves students asking what happened next, why did she do that, what will happen to him and how does this affect me. We want to nurture that inquisitive mind that fosters a thirst for learning, a growing independence, a desire to take risks and reach their own conclusions. Students should be proud to be historians; to gain knowledge of their identity, their belonging and to learn tolerance in an intolerant world.

- Students will be set homework in accordance with Year 8 homework plans.
- Teachers will introduce the homework tasks at various points during the half term in line with the schemes of work. Students can decide to complete that week or wait until the end of the unit and complete all, as long as the final deadline is met.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Who was the most successful Tudors monarch?	7	• To explain how the Tudor dynasty began • To identify successful features and characteristics of a Tudor monarch • To apply these features to Henry VII, Henry VIII, Mary and Elizabeth I • To evaluate the achievements, successes and failures of each monarch
How significant is Oliver Cromwell?	6	• To examine the different reasons for the start of the Civil War • To evaluate the significance of Oliver Cromwell • To evaluate how well Cromwell was remembered • To evaluate the results of Cromwell's and their relevance in UK today • To evaluate how remarkable Cromwell's life was • To evaluate how much Cromwell resonates with us today

Was the British Empire successful?	8	• To analyse the different reasons for Britain having an empire • To analyse emigration data to identify and explain patterns and trends • To identify who did and did not like the empire and select appropriate evidence • To explain reasons between different perspectives in different sources • To use evidence and own research to arrive at a reasoned judgement
What are the problems with the evidence of the Industrial Revolution?	8	• Identify and explain the continuity and changes between farming, the domestic system and the factory system • To rank and make judgements about features of the Industrial Revolution • To select and combine a variety of pieces of evidence about children in the Industrial Revolution • To evaluate the utility, limitations and reliability of source materials
Why was Jack the Ripper never caught and identified?	6	• To investigate the condition of Victorian Whitechapel and select evidence to explain how it led to Jack's escape • To analyse how Victorian poverty led to Jack's escape • To evaluate the reliability of eye-witness reports linked to the topography of the area • To analyse the limitations of policing in Victorian England and the growth of mass media in influencing police actions • To structure and create a reasoned conclusion to show why Jack the Ripper was not caught

With revolutions all around the world, why did Britain not have one?	6	• To define what we mean by the term revolution and describe characteristics of a revolution • To look back at previous work on empire and identify causes of revolutions • To explain causes, events and consequences of revolutions in America, France and Russia • To explain causes, events and consequences of the Peterloo Massacre • To assess the improving condition of British society that moved the country away from revolution • To evaluate whether Britain should have had a revolution or not
---	----------	---