

Year 8 History – Outline Programme of Study

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|----------------------|---|---|--|--|--------------------|------------------------------|
| Big ideas/ topics | Witchcraft | Slavery | British Empire | Industrial Revolution | Crime through Time | Politics / French Revolution |
| Key Knowledge | <p>The aim of this unit is to give the students an understanding of the witchcraze period between the 14th century and the 1650s. It begins with looking at the causes of the witchcraze before looking at who was persecuted as a witch. Students then look at torture methods and links to religion. Students will also examine case studies in East Anglia 1644-1647 and Salem in 1692. Finally there is an overview as to what caused the decline of the witchcraze.</p> | <p>This unit introduces the Transatlantic slave trade and the impact of colonialism of African nations. Having looked at a definition of the transatlantic slave trade, conditions on the middle passage are examined. Students then look at slave auctions, life on a plantation, and how slaves were punished. There is a local history link by examining Bristol's role in the slave trade and finally what was the road to abolition of slavery ?</p> | <p>The beginning of the British Empire topic describes why Britain wanted an empire The unit then explores the voyages of various British explorers, answers the question ' Why did Britain use Australia as a penal colony ?' Students then look at India and evaluate whether the British Empire was a force for good for India. The unit also looks at the causes and consequences of the Indian Mutiny and how did Britain gain control of Africa.</p> | <p>This unit introduces the Industrial Revolution and why Britain industrialised first. Students then examine how transport evolved during this period. Swindon's role in the period is then looked at. Having looked at the way production changed, students then consider factory conditions and problems faced in the Industrial Cities. Poverty, Edward Jenner, and the way Chadwick and Snow tried to deal with cholera and influenza are also looked at. Finally, the unit finishes with Florence Nightingale.</p> | | |

| |
|--|
| Further information and reading list |
| <ul style="list-style-type: none"> • E.g. details of exam board used for GCSE • Appropriate books? • Links to useful websites? |
| Ways to support and extend student learning in this subject |
| <ul style="list-style-type: none"> • Include guidance that would be useful for parents of pupils with SEND • Include guidance that would be useful for parents of high-achieving pupils • Be specific • Include links to appropriate resources (e.g. exam board materials) |