# Y8 HISTORY

**Yardleys School**
WORKING TOGETHER FOR A BETTER FUTURE

| HISTORY AT YARDLEYS |
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| **INTENT:** We aim to foster a passion for History to encourage students to become historians. Throughout their studies students will develop a good understanding of significant events in British history and aspects of world history, and how these impact the way we live today. Content is covered chronologically while revisiting themes such as power, protest, women, local history, wider world, empire and conflict. These first order concepts are analysed with second order concepts, such as causation, consequence, similarity and difference, chosen because they fit the content best. We aim for students to be involved in national conversations and provide context to wider understanding. Helping them explain the way the world is today |
| **Y8 HISTORY** |
| As with Year 7, students continue to be taught History chronologically. Following on from the Medieval unit, Year 8 students begin with Renaissance and then 18th/19th century history. As before, first order concepts (such as protest and power) are revisited over the year, as are disciplinary skills to continue their development as historians. |

## YEAR 8

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| **SUBSTANTIVE KNOWLEDGE** | The Reformation (protest), Tudor succession (power) and Elizabeth's power (women) | Mughal Empire (empire), English Civil War (conflict) and Renaissance Birmingham (local history) | Creation of the British Empire (empire) and American Revolution (power) | Britain's role in the slave trade (protest), industrial change from women's perspective (women) and Scramble for Africa (empire) | First World War (conflict + wider world) and Birmingham during the First World War (local history) |
| **ADDITIONAL KNOWLEDGE** | Gunpowder Plot (protest), Colonising the Americas (empire) | | French Revolution (power), Chartists (protest), Ottoman Empire (empire), Industrial Birmingham (local history) | | |
| **DISCIPLINARY KNOWLEDGE** | Significance, causation and sources. | Similarity and difference, and interpretations. | Causation and significance | Change and continuity, interpretations and consequence | Causation and similarity and difference |

We aim to provide students with a curriculum that educates the whole child, creating responsible and respectful citizens. Through the development of substantive and disciplinary knowledge students are given the tools that allow them to achieve excellence and be ready for life.