

Year 8 History: September - December

The Tudors: Government

Key knowledge: Things I need to be able to do:



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| I can order the events of the Tudor reign in chronological order. | | | |
| I can describe problems faced by Henry VIII and the way he tried to solve them. | | | |
| I can explain why Henry broke from the Roman Catholic Church. | | | |
| I can explain how and why Henry dissolved the Monasteries. | | | |
| I can discuss both sides of Henry's Kingship and make a reasoned judgement on whether he was a good or bad King. | | | |
| I can explain why Bloody Mary was angry at Henry VIII and explain the reasons for her actions. | | | |
| I can explain why Elizabeth was a successful queen based on Her actions. | | | |
| I can compare all of the Tudor monarchs and reach a judgement on who was the best ruler overall based on a combination of the different problems they faced and their responses to them. | | | |

Key Skills in this Unit

Develop and understanding of the chronology of the Tudor period.

Explain Henry VIII's problems and solutions.

Understand the importance of the wider context.

Assess bias in the accounts of Tudor monarchs and their supporters.

Make inferences using multiple sources of information.

Explain, analyse and assess the actions of Henry VIII and other Tudor Monarchs in order to reach a judgement about their political strategy.

| Key Term | Definition |
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| Catholic | Christian religion set up by the Romans which included most people in Europe. Still led ed by the Pope from Rome today. |
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| Protestant | A newer type of Christian religion set up by people who protested against the Catholic Church. |
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| Dissolution | To dissolve/break up something. |
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| Monarch | A King or Queen. |
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| Lord Protector | A man who runs the country if the King is too young. |
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| Tyrant | A cruel and oppressive ruler. |
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KEY QUOTES

I know I have the body of a weak and feeble woman, but I have the heart and stomach of a king, and of a king of England too.

Elizabeth I

Year 8 History: January - February

The Tudors: Life

Key Skills in this Unit

Gain and understanding of the different role held by different people in Tudor England.

Explain the differences between criminal and legitimate activities which were almost identical.

Use evidence to make inferences about guilt in criminal cases.

Assess how fairly the law was applied to different members of society.

Develop contextual knowledge to support analysis of the economic development of England.

Explain the reasons William won the Battle of Hasting

Assess and reach a judgement on the utility of Tudor sports.

Key Term

Definition

Pirate

A person who steals from others at sea.

Privateer

Same as a pirate but with a licence from the King or Queen.

Sturdy Beggar

A person who is fit for work but chooses to beg instead.

Vagrant

A homeless person.

Bear Baiting

Setting dogs on to a bear chained to a post for sport.

Tudor Football

Football with no rules played over a pitch up to 2 miles long and wide.

KEY QUOTES

“If this is how the English play sport, I would hate to go to war against them.”

An unknown Italian visitor watching Tudor football in the mid 1500s.

Key knowledge: Things I need to be able to do

I can describe what pirates and privateers did.

I can explain the difference between Pirates and Privateers.

I know what life was like for Tudor sailors.

I can assess the strengths and weaknesses of the case against Captain Kidd.

I can explain why the evidence supporting Captain Kidd was hidden. based on evidence.

I understand the range of Tudor jobs available and can compare them to each other in order to make a judgement on which was the best.

I know about a range of methods used by vagrants to gain money and can assess them to reach a judgment on which the most effective is most likely to be.

I know about a range of Tudor sports and can assess how important or disruptive they were to the country.

I can write a story based in the reign of a Tudor monarch and include historical context, crime, jobs, entertainment and sport from the time.

Year History: February - April

The English Civil War

Key knowledge: Things I need to be able to do:



I can describe the steps to civil war.

I can describe the view point of both Cromwell and King Charles.

I can explain the factors that led to the English Civil War.

I can explain why neither King Charles or Oliver Cromwell would give up.

I can describe both Parliamentarian and Royalist soldiers, their weapons and tactics.

I can explain why Cromwell had the King executed.

I can explain why Cromwell refused to be called a king when he ruled England and why he chose the title Lord Protector.

I can describe the attack on Drogheda.

I can explain why Cromwell acted as he did at Drogheda and why others said he went too far.

I can evaluate and assess Cromwell over the period of the Civil War and after to reach a developed judgement on him as a leader.

Key Skills in this Unit

Develop a wider knowledge of different political systems and forms of government.

Explore the different methodologies used to enforce control including civil war and rebellion.

Assess methods of control using increasing contextual knowledge and understanding of both The King's and Cromwell's actions to make judgements.

Use contextual knowledge with sources reach a judgement on Cromwell and consolidate learning on control and rebellion.

KEY QUOTES

"I tell you we will cut off his head with the crown upon it ."

Cromwell to one of the judges at the trial of King Charles I.1648.

Year 8 History: April - July

The Industrial Revolution

| Key Term | Definition |
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| Agricultural | Anything to do with farming. |
| Industrial | Anything to do with industry factories and mines. |
| Revolution | A change in the way things are done. |
| Migration | People moving from one place to another for work or better living conditions. |
| Cholera | A deadly water born disease which is caught from drinking dirty water. |
| Sewage | Human toilet waste. |
| Thames | The large river that runs through London. |

Key Quotes:

“Shine forth upon our clouded hills?
And was Jerusalem builded here,
Among these dark Satanic Mills?”

Jerusalem by William Blake

Key Skills in this Unit

Investigate and enquire into life in industrial towns to develop contextual knowledge.

Evaluate the reasons were forced to migrate to industrial towns.

Explore the living and working conditions in the industrial towns.

Understand the impact of problems such as disease, poverty, crime and poor sanitation on the population

Explain why the police were set up and how effective they were in dealing with complex crimes like the murders of Jack the Ripper.

Compare and assess arguments which assess the impact of industrial revolution today and reach a sustained judgement.

Key knowledge: Things I need to be able to do:

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| I can describe life in an industrial town. | | | |
| I can describe the reasons people left the countryside.. | | | |
| I can explain both the push and pull factors that made people move to towns. | | | |
| I can explain why conditions were bad in industrial towns using a range of sources. | | | |
| I can explain how and why disease spread quickly in industrial towns. | | | |
| I can describe the symptoms of Cholera. | | | |
| I can explain how John Snow discovered that cholera was in the water. | | | |
| I can explain some ways in which the government helped. | | | |
| I can explain reasons why the government did not help the people. | | | |
| I can explain the development of industrial towns and the impacts they had on both the people and the government at the time and today. From this I can develop a sustained analysis and judgement on who benefitted the most. | | | |