**YEAR EIGHT UNIT 7: HOW SUCCESSFULLY DID ELIZABETH I SOLVE THE PROBLEMS OF HER REIGN?**

In this unit pupils will use a range of sources to explore some of the key issues facing Elizabeth I. They will learn about her relationship with other European countries (Scotland and Spain), her marriage, the growing problem of poverty and image.

The unit is expected to take 6 weeks but there is scope to adjust some of the teaching activities to take account of time constraints.

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**EXPECTATIONS**

AT THE END OF THIS UNIT:

**Most pupils will:** demonstrate knowledge of some of the main challenges faced by Elizabeth I; explain the importance of religion in the C16th, explain how Elizabeth I dealt with a range of problems; select and organize information to produce structured accounts of aspects of the reign of Elizabeth I.

Some pupils will be able to make links between the various problems faced.

**SUBJECT SPECIFIC VOCABULARY**

Through the activities in this unit pupils will be able to understand, use and spell correctly:

CATHOLIC, PROTESTANT, TREASON, DESERVING AND UNDESERVING POOR, ARMADA, OBITUARY

**OVERVIEW SHEET FOR YEAR 8 UNIT 7: HOW SUCCESSFULLY DID ELIZABETH I SOLVE THE PROBLEMS OF HER REIGN?**

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| **KEY QUESTION** | **CONTENT** | **CONCEPTS & SKILLS** | **ACTIVITIES & RESOURCES** | **TIME** |
| **Why did Mary, Queen of Scots pose such a big problem in England?** | To evaluate the causes of the execution of Mary, Queen of Scots  Overview of the life of Mary, Queen of Scots  Why was Mary, Queen of Scots a problem for Elizabeth? | Causation  Chronology  Causation  Persuasive writing | Clip about the execution of Mary as a starting point  Complete a timeline using the powerpoint details of her life  Information sheet – discuss in groups why Elizabeth ordered the death of Mary, Queen of Scots and order of importance exercise.  Decision-making exercise – should Mary, Queen of Scots have been executed?  **HOMEWORK** –Complete the death warrant for Mary, Queen of Scots based on what you have learnt this lesson. | 2 lessons |
| **Why did Philip II of Spain pose such a big problem to Elizabeth?** | The Causes and Consequences of the Spanish Armada  To evaluate reasons why the English defeated the Armada | Causation  Chronology  Causation  Consequences  Source Analysis & Evaluation | Matching statements exercise on the causes of the Armada  Sequencing exercise of the events  Why was the Armada defeated?  Youtube clip of the Tilbury speech.  Powerpoint slides on English strengths/Spanish weaknesses  Armada Portrait and spiderdiagram of other consequences using the textbook  **HOMEWORK** **TASK**– Source Questions | 2 lessons |
| **How did Elizabeth deal with the problem of marriage?** | The advantages and disadvantages to Elizabeth of marrying.  The strengths and weaknesses of the various candidates for Elizabeth’s hand in marriage | Causation & Consequences  Succession  Group work and presentation skills | Brainstorming on reasons for marriage and against marriage – spiderdiagrams  Work in groups to promote one candidate each.  One student is Elizabeth and has to choose her favourite suitor and say why  Complete a table showing the strengths and weaknesses of the suitors  **HOMEWORK** – Who was the best/worst candidate and why?  Did Elizabeth I make the right decision in not marrying? | 2 lessons |
| **How did Elizabeth I deal with the problem of poor people and beggars in Elizabethan England?** | Why were there increasing numbers of poor people?  Different types of poor people.  The Elizabethan Poor Law and how the treatment of the poor changed in the C16t | Causation & Consequence  Deserving and Undeserving Poor  Change | **STARTER** – Poverty today powerpoint pictures  Matching statements on causes and consequences of poverty  Match the different types of poor using the picture and words  Information sheet and questions. | 2 lessons |
| **How successfully did Elizabeth I deal with her image?** | Portraits. | Causation & Consequence  SIGNIFICANCE | Powerpoint on Elizabeth I and portraits: why need portraits, symbolism on the portraits.  **HOMEWORK –COMMON ASSESSMENT TASK** producing an obituary for Elizabeth I to show how well she dealt with the problems she faced and her SIGNIFICANCE, | 2 lessons |

**YEAR EIGHT UNIT 8: THE CIVIL WAR: WAS ENGLAND ‘TURNED UPSIDE DOWN’ IN THE C17TH?**

In this unit pupils will learn about the main personalities and events in the story of the English Civil War. They will consider the connections between conflicting ideas and the events of the war. They will study questions of cause, consequence and interpretation.

The unit is expected to take 6 weeks but there is scope to adjust some of the teaching activities to take account of time constraints.

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**EXPECTATIONS**

AT THE END OF THIS UNIT:

**Most pupils will:** demonstrate knowledge of the causes, course and aftermath of the English Civil War; give reasons for the outbreak of the civil wars and assess the role of Charles I in the build-up to the wars; explain the causes of the Parliamentary victory; comment on how Cromwell has been interpreted in different ways; assess how far the civil wars led to change during the period of the Commonwealth.

**SUBJECT SPECIFIC VOCABULARY**

Through the activities in this unit pupils will be able to understand, use and spell correctly:

PARLIAMENT, MONARCHY, REPUBLIC, COMMONWEALTH, CAVALIERS, ROUNDHEADS, ROYALISTS, PARLIAMENTARIANS, NEW MODEL ARMY

**OVERVIEW SHEET FOR YEAR 8 UNIT 8: THE CIVIL WAR: WAS ENGLAND ‘TURNED UPSIDE DOWN’ IN THE C17TH?**

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| **KEY QUESTION** | **CONTENT** | **CONCEPTS & SKILLS** | **ACTIVITIES & RESOURCES** | **TIME** |
| **Why was 1649 a year of reckoning?**  **The Causes and Consequences of the English Civil War?**  **How and why has Oliver Cromwell been interpreted in differing ways?** | The Death of Charles I  The Long and Short term causes of the English Civil War  The Events the Civil War/Cavaliers & Roundheads  Weapons  To analyse the causes of Parliamentary victory in the Civil War?  The Execution of Charles I  Was Oliver Cromwell a hero or a villain? | Causation – long and short term  Chronology  Causation & Consequence  Change  Persuasive writing  Interpretations | **STARTER** - Youtube clip of the execution of Charles I  Powerpoint and textbook. Categorising the different long and short term causes of the civil war  **HOMEWORK** – Why did the Civil War break out in England in 1642?  Filling-in-the-blanks exercise on events.  The Verney Family – video programme  Powerpoint – strengths & weaknesses of different weapons  **HOMEWORK** – Recruitment poster to join the Cavaliers & Roundheads  Sorting exercise  Debate on whether he should be put to death or not taking Cavalier and Roundhead sides.  Sorting statements.  **HOMEWORK** – From the point of view of a Cavalier or Roundhead, explain why Charles I should or should not be put to death.  Video on ‘Hero or Villain’  Worksheet  **COMMON ASSESSMENT TASK** – source based ‘hero or villain’ exercise | 2 lessons  2 lessons  2 lessons  2 lessons |

**YEAR EIGHT UNIT 9: INDUSTRIAL CHANGES in the period 1750-1900 –** action and reaction

This unit considers the main changes that took place in the C18th and C19th in industry and transport including the industrial revolution and child labour, the development of the railways and living conditions in industrial towns and cities.

The unit is expected to take 10 weeks but there is scope to adjust some of the teaching activities to take account of time constraints.

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**EXPECTATIONS**

AT THE END OF THIS UNIT:

**Most pupils will:**

**SUBJECT SPECIFIC VOCABULARY**

Through the activities in this unit pupils will be able to understand, use and spell correctly:

DOMESTIC SYSTEM, INDUSTRIAL REVOLUTION, CHOLERA, TEXTILES, FACTORIES, SPINNING, WEAVING, SURVEYOR, URBANISATION

**OVERVIEW SHEET FOR YEAR 8 UNIT 9: INDUSTRIAL CHANGES –** action and reaction

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| **KEY QUESTION** | **CONTENT** | **CONCEPTS & SKILLS** | **ACTIVITIES & RESOURCES** | **TIME** |
| **What were the key changes that took place in the period 1750-1900?** | Key changes in population, transport, education, etc | Change | Using laminated cards, split into groups and they have to find their cards that go together e.g. on population and then report back to the class with a summary of what the key changes were. | 2 lessons |
| **Why was Britain the first country to industrialise?** | Reasons that enabled Britain to industrialise | Industrialisation | Textbook, Activity Sheet 5  Could be a **HOMEWORK TASK** following on from the previous topic | (1 lesson) |
| **Which was the better system – the domestic or factory and why?** | Comparison of the domestic system and the factory system | Domestic System  Factory System  Change & Continuity | Powerpoint – strengths and weaknesses of the 2 systems | 2 lessons |
| **How did the textile industry change?** | Inventions in the textile industry | Spinning Jenny  Water Frame | TIMELINES TV CLIP  Powerpoint – strengths & weaknesses of the new inventions | 1 lesson |
| **What were the conditions like for children in the factories?** | Employment of children in the factories and mills | Child Labour | Sources exercise on laminated cards looking for positive & negative experiences  **HOMEWORK TASK** – Produce an A3 poster about child labour | 2 lessons |
| **Were conditions the same in all the factories?**  **Did conditions stay the same?** | Robert Owen’s factory  Reasons why factory owners did not want to make changes.  Factory Acts | New Lanark  Similarities & Differences  Change  Laissez-faire | Powerpoint to discuss his factory  VIDEO CLIP on Titus Salt  Simple comprehension questions using the textbook  **HOMEWORK TASK** – leaflet to attract workers to New Lanark  Discussion on reasons why - produce a spiderdiagram  Table of Factory Acts | 1 lesson  1 lesson |
| **What changes in transport took place?** | The Development of the Railways  Why railways were needed  How railways developed  Advantages & Disadvantages | Change  Cause & Consequence | Powerpoint – picture STARTER  Why did Liverpool-Manchester need a railway – use the textbook  The development of the Liverpool-Manchester Railway – complete worksheet  Different attitudes towards the railways – Cranford clip  Speeches  Results of the railways – sorting and categorizing exercise  **HOMEWORK TASK** - write a diary entry as an industrial worker explaining how the railways have changed your life | 2 lessons |
| **What was the impact of the Industrial Revolution on living conditions?** | Living conditions in industrial towns & cities  Push and Pull factors  Living Conditions  Why was nothing done to make improvements?  Public Health Acts | Push and Pull factors  Urbanisation  Cholera  Cause & consequence  Change | **STARTER** – in groups look at a source and what does it tell us about living conditions  Push and Pull factors table using the textbook  Powerpoint and TIMELINES TV clip  Produce a spiderdiagram showing all the problems they faced  Use the sources on the powerpoint to label with the reasons  Powerpoint – flow diagram on the changes  BBC VIDEO | 4 lessons |

**YEAR EIGHT UNIT10:** Political Change in the C19th and early C20th

In this unit pupils will learn about how men and women gained the right to vote in the C19th and early C20th by focusing on different forms of protest, Peterloo 1819, Chartism and the Suffragettes.

The unit is expected to take 5 weeks but there is scope to adjust some of the teaching activities to take account of time constraints.

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**EXPECTATIONS**

AT THE END OF THIS UNIT:

**Most pupils will:** demonstrate knowledge of the long campaign to widen the franchise from 1800-1928, understand why the political system needed changing in 1800 but that not everybody agreed that it needed changing, analyse the different methods used by different groups to gain the vote, the role of World War One in helping women achieve the vote

**SUBJECT SPECIFIC VOCABULARY**

Through the activities in this unit pupils will be able to understand, use and spell correctly:

FRANCHISE, SUFFRAGETTES, SUFFRAGISTS, CAT AND MOUSE ACT, FORCE FEEDING, ROTTEN BOROUGHS, SECRET BALLOT, PETITIONS, CHARTER, MEMBER OF PARLIAMENT, COMMONS, LORDS

**OVERVIEW SHEET FOR YEAR 8 UNIT 10:** Political Change in the C19th and early C20th

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| **KEY QUESTION** | **CONTENT** | **CONCEPTS & SKILLS** | **ACTIVITIES & RESOURCES** | **TIME** |
| **What is the British political system like today?**  **What was the political system like in 1800?** | The structure of the political system in the C21st  To compare the modern political system to that of 1800 and explain what was wrong with the system in 1800. | Elections  House of Lords & Commons  Prime Minister  Members of Parliament  Democracy & Dictatorship  Rotten boroughs  Similarity & Difference  Bribery & Intimidation | Quiz based on a powerpoint to gain an understanding of the political system today and who can vote.  Extension (stretching) on concepts of Democracy & Dictatorship  Powerpoint - discuss some of the problems, do the sorting exercise for and against change.  Answer questions on what was wrong with the system and why was it difficult to change it?  Could be a **HOMEWORK TASK** | 2 lessons |
| **How did people try to change the political system?** | Peterloo, 1819  Chartism  The Suffragettes | Cause & consequence  Petitions  People’s Charter  Moral Force/Physical Force  Suffragettes/Suffragists | Powerpoint – picture **STARTER**  Read information sheet about what happened and complete the worksheet.  Compare the plaques.  Look at the sources to see different interpretations.  TIMELINES TV clip  Powerpoint – picture **STARTER**  Chartist Anthem  What were the 6 demands and why – complete worksheet  Different types of Chartists  TIMELINES TV clip  Write speeches to be peer-assessed  Powerpoint – picture **STARTER** what was the view of women?  Table comparing Suffragists and Suffragettes  TIMELINES TV clip  Role of women in WW1 – spiderdiagram  Video clip  QUESTION – on role of WW1 in helping women secure the vote | 2 lessons  2 lessons  2 lessons |

**YEAR EIGHT UNIT11: THE ORIGINS OF SLAVERY AND THE SLAVE TRADE**

In this unit pupils will learn about how the slave trade originated including the capture of Africans, the Middle Passage and their arrival in the Americas. This topic will be continued at the start of Year 9 as Unit 12 ‘Black Peoples of the Americas’.

The unit is expected to take 5 weeks but there is scope to adjust some of the teaching activities to take account of time constraints.

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**EXPECTATIONS**

AT THE END OF THIS UNIT:

**Most pupils will:** be able to explain how and why the slave trade developed between Europe, Africa and America, evaluate information about slave experiences.

**SUBJECT SPECIFIC VOCABULARY**

Through the activities in this unit pupils will be able to understand, use and spell correctly:

TRIANGULAR TRADE ROUTE, SLAVE, SLAVE TRADE, KOFFLE, CAPTURE, MIDDLE PASSAGE, AUCTION, SCRAMBLE, PLANTATION,

**OVERVIEW SHEET FOR YEAR 8 UNIT 11: THE ORIGINS OF SLAVERY AND THE SLAVE TRADE**

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| **KEY QUESTION** | **CONTENT** | **CONCEPTS & SKILLS** | **ACTIVITIES & RESOURCES** | **TIME** |
| **What does it mean to be a slave?**  **Where did most Black Americans come from?** | Understanding the definition of a slave  The origins of the slave trade  The triangular trade route  The capture | Slave  Cause & consequence  Slave Trade  Triangular Trade Route  Empathy | Powerpoint – STARTER of a plantation picture  Words they associate with ‘slave’ – come up with a definition and then choose one.  Powerpoint – explain why the Europeans began to take slaves to the Americas  Spiderdiagram – slavery in Africa  TIMELINES TV  Trinagular Trade route explanation  The capture, sources sheet, video clip  **HOMEWORK TASK** - write an empathetic piece of writing about becoming a slave | 2 lessons |
| **How did the African slaves get to the Americas?**  **What happened to the African slaves when they got to the Americas?** | The Middle Passage  Slave auctions | Slave ships  Empathy  Change | Powerpoint – **STARTER** – anagrams from the previous lesson  Sources about the Middle Passage  Video clips  Continue their piece of empathetic writing about the Middle Passage journey  (**HOMEWORK TASK**)  Powerpoint – **STARTER** – picture  How were slaves prepared for their sale? Copy out list.  Explain the difference between an auction and a scramble  Sources  Video clip  Produce a poster for a slave auction – see sheet | 2 lessons  2 lessons |