### Year 8

#### Autumn Term 2

#### The Growth of the power of Parliament

What were the key causes and consequences of the English Civil War?

| Source of knowledge | Think History 2  
Making of the UK  
Re-discovering Making of the UK  
Reformation and Rebellion  
Living through History 2 |
|---------------------|---------------------------------------------------------------|
| **Knowledge**        | The long-term significance of the Reformation in the cause of the English Civil:  
• The creation of the Protestant church as context to religious views  

The long-term significance of the Gunpowder Plot in the cause of English Civil War:  
• James I belief in the Divine Right of Kings that encouraged conflict between James and Parliament  
• The Catholic Plot to trying blow up Parliament causing distrust of the Catholics  

The long-term significance of Charles’s personality and beliefs in the cause of the English Civil War:  
• The impact of Charles’ marriage to Henrietta Maria who was a Catholic in the context of the Gunpowder Plot  
• The belief in the Divine Right of Kings leading to tensions between Charles and Parliament  

The long-term significance of religious problems in the cause of the English Civil War:  
• The difference in views between Puritans and Anglicans such as no bishops, simple services, English Bible, use of sermons  
• Reforms of Archbishop Laud in moving the altar, encouraging music, limiting the number of sermons  
• The persecution and trial of William Prynne over criticisms of Archbishop Laud and his reforms  
• The St Giles riot of 1637 over the introduction of the English Prayer book into Scotland  
• The Bishop’s War of 1639 and 1641 between England and Scotland over Charles’ rule in Scotland  
• The trial and execution of William Laud in 1644 for treason  

The long-term significance of economic problems in creating tension between Charles and Parliament:  
• The role of the French wars in the 1620’s in creating economic problems  
• The raising of Ship Money in 1634 beyond the coastal towns  

| Students will apply the knowledge by;  
Developing extended writing skills through the use of PEEL paragraph in class:  
1. A paragraph explaining the role of money in causing the Civil War.  
2. A paragraph explaining the role of Religion in causing the Civil War.  
3. A paragraph explaining the significance of Charles I in the cause of the Civil War  
By sitting an end of topic assessment focus on extended writing which will test the summative knowledge of the unit  
By using in class and end of topic MCQ’s to retrieve key information  
Low stakes starters to review previous
## The impact of the slave trade

What was the slave trade and what impact it had on the slaves?

**Source of knowledge**
- Think History 3
- Living through History 2
- Peace and War
- Britain 1750-1900
- Colonisation and Conflict

**Knowledge**

Why did Britain get involved in the slave trade?
- The growth of trade with Africa
- The Trade Triangle guns for slaves, slaves for sugar and rum

What was the impact of the slavery on the slaves?

**Detail on the Middle Passage:**
- Slaves kept below decks
- Tight packed ships
- Smells/food
- Case study on the Slave Ship Zong and how fits in the abolition of the slave trade

**Life on the Plantations:**
- Slave auctions- slaves sold to highest bidder, families split
- The cash crops- sugar, tobacco
- The slaves day- working 12 hours a day, looking after sugar,
- Punishments- whipping, splitting families, maiming
- Plantation hierarchy- Masters, overseers, house slaves, field slaves

**Slave resistance to slavery:**
- Slave rebellions in Haiti
- Harriet Tubman and the Underground Railroad

Why was the slave trade abolished?

**The role of the individual campaigners:**
- The role of Olaudah Equiano in telling his life story
- The role William Wilberforce and parliamentary action

**The role of working class:**
- The boycott of slave sugar
- Petitions sent to Parliament

**The role of economics:**
- The collapse of the sugar trade in the West Indies

### Vocabulary

- **Tight pack**- captains believed that more slaves, despite higher casualties, would yield a greater profit at the trading block.
- **Loose pack**- provided for fewer slaves per ship in the hopes that a greater percentage of the cargo would arrive alive.
- **Slave auctions**- when slaves were sold off to their new owners by a process of bidding.
- **Plantation**- an estate on which crops such as coffee, sugar, and tobacco are grown.
- **Cash crop**- a crop produced for its commercial value rather than for use by the grower. Runaway-a slave who has run away abolition
- **Petition**- formal written request, typically one signed by many people, appealing to authority in respect of a particular cause
- **Boycott**- a refusal to buy goods from a particular organisation for moral reasons
- **Parliament**- (in the UK) the highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons.

Students will apply the knowledge by:

1. Developing source evaluation skills by writing source evaluation paragraphs.
2. Developing PEEL paragraphs explaining why the slave trade was abolished

By sitting an end of topic assessment focus on source evaluation skills

By using in class and end of topic MCQ’s to retrieve key information

Low stakes starters to review previous knowledge- hinge questions, MCQ’s
# The development of Civil Rights in the USA

## How and why did Black Americans fight for Civil Rights?

<table>
<thead>
<tr>
<th>Source of knowledge</th>
<th>Knowledge</th>
<th>Vocabulary</th>
<th>Assessment Focus</th>
</tr>
</thead>
</table>
| Think History 3     | • The Emancipation Proclamation:  
• The North/South divide in the American Civil War  
• The life and role of Abraham Lincoln in emancipation  
• The terms of the Emancipation Proclamation of 1863  
• 13th Amendment of 1865  
• The lack of freedom after 1865 for Black People:  
• Schools opened by Freedman’s Bureau closed after 1877  
• Share cropping kept the land owners in control  
• The Ku Klux Klan used terror to control the freed slaves  
• Segregation was made law in the southern states.  
• Use of Jim Crow Laws to enforce segregation  
• The role of the Civil Rights movement in gaining the voting rights:  
• Rosa Parks and the Montgomery Bus boycott 1955 caused desegregation of the buses  
• Central High School in Little Rock 1957 caused the integration of the education system  
• Greensboro sit-ins 1960 caused the desegregation of shops and lunch counters.  
• Children’s march Birmingham, Alabama 1963 caused the ending of segregation  
• Civil Rights Act 1964 ended segregation in public places and racial discrimination in the work place.  
• Voting Rights Act 1965 ended discrimination over voting rights.  
• The role of Martin Luther King in the Civil Rights movement:  
• Emerges as a leader in Montgomery bus boycott  
• President of the Southern Christian Conference  
• Makes speech at the Washington march of 1963  
• National holiday created in his memory  |
| Modern World History |           | Segregation - the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area.  
Segregated education - act of separating races into different school systems  
Civil rights - the rights of citizens to political and social freedom and equality.  
Voting rights - the right to vote in elections  |
| Black Peoples of the Americas | Students will apply the knowledge by;  
1. Developing source evaluation skills focusing on source usefulness relating to Martin Luther King’s leadership  
2. Developing PEEL paragraphs explaining on the significance of Martin Luther King  
By sitting an end of year exam including information from topic  
Low stakes starters to review previous knowledge- hinge questions, MCQ’s  |
| Students will be developing essay writing skills and using information retrieval strategies to develop key knowledge |
## The campaign for Male suffrage

**Why and how did the working class campaign for equality in the voting system?**

### Source of knowledge
- Think History 3
- Living through History 3
- Peace and War
- Britain 1750-1900
- Colonisation and Conflict

### Knowledge
- **Why was the voting system unfair in the 1820’s?**
  - The growth of new industrial cities such as Manchester and Liverpool
  - The need for social reform in the new factories and new cities
  - The lack of representation for new cities
  - The problem of rotten boroughs- constituencies with very few voters
  - The problem of pocket boroughs- constituencies controlled by a one person/family
  - No secret ballot
  - Only men with property being allowed to vote

- **How was voting system reformed?**
  - The Great Reform Act of 1832 increases male suffrage by 200,000 giving 1 in 5 men the vote but mostly middle class men.
  - Reform Act of 1867 increases the voters by million more industrial towns given representation.
  - Reform Act of 1884-85 most men given the vote who owned or rented property.

- **How did the working class campaign for the vote?**
  - The significance of the Peterloo Massacre of 1819
  - The six demands of the Chartists- equal suffrage, secret ballot, no property qualification for M.P.s, payment of M.P.s, equal constituencies, annual parliaments
  - The significance of:
    - The Newport Rising of 1839
    - The Plug Plot of 1842
    - The Petitions of 1842 and 1848

- **Why were the Chartists unsuccessful?**
  - Reform Acts became law
  - economic and social conditions improved

### Vocabulary
- **Vote**- a formal indication of a choice between two or more candidates a ballot or a show of hands.
- **Electoral reform**- is where the electoral systems used elections are improved.
- **Constituency**- a group of voters in a specified area who elect a representative to a legislative body.
- **Suffrage**- the right to vote in political elections.
- **Charter**- a list of political demands
- **Rotten borough**- a borough that was able to elect an MP despite having very few voters, the choice of MP typically being in the hands of one person or family.
- **Pocket borough**- a borough in which the election of political representatives was controlled by one person or family.
- **House of Commons**- is the lower house of the Parliament of the United Kingdom.
- **House of Lords**- is the second chamber of the UK Parliament.

### Assessment Focus
- Students will apply the knowledge by;
  - 1. Writing a PEEL paragraphs explaining why Chartism failed
  - Low stakes starters to review previous knowledge- hinge questions, MCQ’s

- Students will be developing essay writing skills and using information retrieval strategies to develop key knowledge
The campaign for Women’s Suffrage

Why and how did women campaign for equality in the voting system?

<table>
<thead>
<tr>
<th>Source of knowledge</th>
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</thead>
<tbody>
<tr>
<td>Think History 3</td>
<td>Britain’s context in the wider world in the Edwardian period:</td>
</tr>
<tr>
<td>Living through History 3</td>
<td>• Role of empire in society</td>
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<tr>
<td>Colonisation and Conflict</td>
<td>• Reasons why Britain wanted an empire</td>
</tr>
<tr>
<td>Modern World History</td>
<td>The nature and role of women in the context of Edwardian society</td>
</tr>
<tr>
<td></td>
<td>• Edwardian Society- upper, middle and working class</td>
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<tr>
<td></td>
<td>• The role of women in society- wives and mothers</td>
</tr>
<tr>
<td></td>
<td>• Social problems in Edwardian Society- housing and welfare problems</td>
</tr>
<tr>
<td></td>
<td>The different approaches to campaigning for the women’s vote:</td>
</tr>
<tr>
<td></td>
<td>• Suffragists founded by Millicent Fawcett focused on peaceful protests such as petitions and marches</td>
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<tr>
<td></td>
<td>• Suffragettes founded by Emmeline Pankhurst who used more violent methods such as breaking windows, chaining themselves to public buildings, burning down buildings.</td>
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<tr>
<td></td>
<td>The government response to the suffrage movement:</td>
</tr>
<tr>
<td></td>
<td>• Women in prison went on Hunger Strike</td>
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<tr>
<td></td>
<td>• Cat and Mouse Act allowed government to release and rearrest women.</td>
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<td></td>
<td>The role of Emily Davison in the fight for women’s suffrage:</td>
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<td></td>
<td>• She was a suffragette from the North-East. She threw herself under the King’s horse at the Derby. Her funeral became a public protest for votes for women.</td>
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<tr>
<td></td>
<td>The reasons why women’s suffrage was given:</td>
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<tr>
<td></td>
<td>• The impact of the First World War on votes for women- new jobs, recognition of contribution to war.</td>
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<td></td>
<td>• Representation Act of 1918 giving the vote to women over 30</td>
</tr>
</tbody>
</table>

**Vocabulary**

- **Vote**- a formal indication of a choice between two or more candidates a ballot or a show of hands
- **Suffrage**- the right to vote in political elections.
- **Franchise**- the right to vote in public elections.
- **Protest**- action expressing disapproval of or objection to something.
- **Empire**- an extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state.
- **Colony**- a country or area under the full or partial political control of another country and occupied by settlers from that country.
- **Trade**- the action of buying and selling goods and services.
- **Prestige**- a good image of a country based on its wealth and influence in the world.

**Assessment Focus**

Students will be developing essay writing skills and using information retrieval strategies to develop key knowledge.
### Year 8
#### Autumn Term 1

**King John, the Black Death and the Peasants’ Revolt**

How did the Magna Carta change the role of royal authority in England?

<table>
<thead>
<tr>
<th>Source of knowledge</th>
<th>Challenge to authority during the reign of King John</th>
<th>Knowledge</th>
</tr>
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<tbody>
<tr>
<td>This is History: King John</td>
<td>The nature of Kingship and feudalism at the time of King John</td>
<td>The nature of Kingship and feudalism at the time of King John</td>
</tr>
<tr>
<td>Power and the People</td>
<td>The nature of royal authority in England at the time of King John</td>
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<tr>
<td>Rediscovering the Medieval Realms</td>
<td>The nature of feudalism</td>
<td></td>
</tr>
<tr>
<td>Living through History 1</td>
<td>The different interpretations of King John through History.</td>
<td></td>
</tr>
</tbody>
</table>

- **The consequences of John’s relationship with his father and brothers**
  - King John’s resentment of his father for not giving him substantial lands to rule
  - The plot against his father in 1189 leading to alignment with the King of France
  - The plot against his brother to become king whilst he was on crusade and his alliance with the King of France
  - The murder of his nephew Arthur leading to the long term resentment of the barons

- **The consequences of his conflict with the barons?**
  - His marriage to Isabella and rebellion of the barons in Normandy led by Hugh de Lusignan.
  - The role of King Phillip II of France against King John leading to the loss of Normandy
  - The consequences of the Loss of Normandy on his relationship with the barons.
  - King John’s failed attempt to take back Normandy and the impact of the Battle of Bouvines leading to rebellion
  - The baron’s rebellion in 1215 leading to the Magna Carta
  - The signing of the Magna Carta

- **The consequences of his conflict with the church**
  - The quarrel over the appointment of the new Archbishop of Canterbury Stephen Langton
  - The placing of an interdict on England and Wales and the effects this had on the English church and people.
  - The consequences of the excommunication placed on the English Church
  - The taking of church property for the benefit of the crown and the impact that this had on the English church and the long term effects on the baron’s revolt

- **The significance of the Magna Carta**
  - The nature and terms of the Magna Carta and how this challenged Royal Authority
  - The long and short term consequences of the Magna Carta

  **The challenge to royal authority by the Peasants’ Revolt**

**Long-term causes of the Peasants’ Revolt**

- The role of the Black Death
  - the origins and spread of the Plague

**Students will apply** the knowledge by;

Developing extended writing skills through the use of PEEL paragraph in class:

1. A paragraph explaining why John was a bad king.
2. A paragraph evaluating the usefulness of sources relating to King John.
3. A paragraph explaining the significant causes of the Peasants’ Revolt

By sitting an end of topic assessment focus on extended writing which will test the summative knowledge of the unit

By using in class and end of topic MCQ’s to retrieve key information

Low stakes starters to review previous knowledge- hinge questions, MCQ’s