

# EMMANUEL COLLEGE

## THE HISTORY DEPARTMENT

Year 8



| Year 8                        | Autumn Half Term 1  | Autumn Half Term 2  | Spring Half Term 1  |
|-------------------------------|---|---|---|
| <b>Unit Title</b>             | King John, The Magna Carta and the Peasants' Revolt   | The Growth and Power of Parliament  | The Impact of the Atlantic Slave Trade in the British Empire.   |
| <b>Key Question(s)?</b>       | How did the Magna Carta change the role of royal authority in England?  | What were the key causes and consequences of the English Civil War?   | What was the Atlantic slave trade and what was its impact on slaves?  |
| <b>Threshold Concepts</b>     | <p>Royal Authority was transformed in England during the reign of King John by his failures as king and the Magna Carta. This, amongst other causes, created the climate for the Peasants' Revolt of 1381.</p> <p>The Magna Carta is regarded as the first step in Britain's long journey to democracy due to royal power being limited and the power of the nobles and the courts affirmed</p> | <p>There were multiple causes of the English Civil War, including conflict between Charles and Parliament over religious and economic reforms.</p> <p>The consequences of the Civil War, especially the 1689 Bill of Rights following the Glorious Revolution, were far reaching, including the power of the crown being significantly curtailed and the growth in prime ministerial government</p> | <p>The Atlantic Slave Trade describes the movement of slaves from Central and West Africa to the Americas in exchange for goods.</p> <p>'The middle passage' describes the transportation of the slaves from Africa to the Americas. The conditions were horrific and dehumanising, as was life on the plantations.</p> <p>Awareness of these conditions grew in Britain leading to the abolitionist movement, which was a movement led by both black and white people and people who were both middle and upper class and working class</p> <p>Britain was a multi-ethnic society in the 18<sup>th</sup> and 19<sup>th</sup> Century and black people contributed significantly to social reform during this period.</p> |
| <b>Link to Prior Learning</b> | <p>This unit builds up on the knowledge of Henry II and Richard I's reigns which were explored in the Year 7 units on medieval religion and the Crusades.</p> <p>This unit also builds up on the political developments of</p>  | <p>This unit builds upon two common themes in the KS3 curriculum. Firstly, this unit revisits the students' knowledge of medieval kingship in Anglo-Saxon, Norman, Angevin and Tudor England. The doctrine of 'the Divine Right of Kings' written by King James I and</p>   | <p>In the previous units on the Roman Empire and The Crusades, the history of Africa has been touched upon but only in relation to trade. This unit will build on this knowledge to enable the students to understand the political, social and economic</p>  |

|                           |  |  |  |
|---------------------------|--|--|--|
|                           | <p>the monarchy in England throughout the medieval period to assess the success of King John against a criterion for good kingship in the twelfth century.</p>   | <p>adopted by his son Charles I was the extension of Henry VIII's belief in the Royal Supremacy. This links to the overarching enquiry question on the growth of democracy by studying the long-term impact of the Magna Carta.</p> <p>Secondly, this unit revisits the divisions caused by the Reformation and the problems it posed for the Stuart monarchy.</p>       | <p>life in Africa before the slave trade and the devastating effects this had upon the continent and its people.</p> <p>This links to the overarching enquiry question on the growth of democracy by studying the extent to which working class people became more politically active through the abolitionist movement in Britain.</p> <p>The unit also links to the Spring Half Term 2 unit looking at the development of Civil Rights in the USA, and offers the chance of paralleling this with the abolition campaign in the 18<sup>th</sup> and 19<sup>th</sup> Century.</p> <p>The unit also links to work studied in GCSE on immigration and Britain as a multi-cultural and multi-ethnic society, by emphasising the contribution and visibility of people of colour prior to the 20<sup>th</sup> Century in Britain.</p> |
|                           | <b>Spring Half Term 2</b>  | <b>Summer Half Term 1</b>  | <b>Summer Half Term 2</b>  |
| <b>Unit Title</b>         | The Development of Civil Rights in the USA   | The Campaign for Male Suffrage   | The Campaign for Women's Suffrage  |
| <b>Key Question(s)?</b>   | Why and how did black Americans fight for civil rights?  | Why and how did the working class campaign for equality in the voting system?  | Why and how did women campaign for equality in the voting system?  |
| <b>Threshold Concepts</b> | <p>Slavery in the United States was abolished in the mid-nineteenth century, yet a racist system of segregation remained.</p> <p>In the mid-twentieth century a civil rights movement developed, led by black Americans. This movement successfully campaigned to end segregation and discrimination in voting rights.</p> | <p>The Industrial Revolution led to the growth of industrial cities and the increased awareness of the need for social reform.</p> <p>The working classes campaigned for the vote throughout the nineteenth century. The Chartist Movement was key to this campaign.</p> <p>The Reform Acts of 1832, 1867 and 1884-85 increased the voting rights of men in England.</p> | <p>Edwardian Britain was a place of significant social inequality.</p> <p>Women still not have the vote. This led to the Suffragist and Suffragette movements.</p> <p>Women's suffrage was achieved after the campaigns of these two groups although there is debate over how effective these campaigns were. There were external factors to the success of the campaigns including the impact of women's contribution to the First World War.</p>   |

|  |   |  |  |
|--|---|--|--|
| <p><b>Link to Prior Learning</b></p>             | <p>This unit builds upon the study of the abolition in 1807, 1833 and 1879 to show the extent to which racial prejudice survived and life did not dramatically improve for many African Americans.</p> <p>This unit also builds up the concept that individuals and mass movements can be significant in the outcome of historical events. This was explored through the peasants' revolt and the abolition of the slave trade.</p>   | <p>This unit revisits the growth of parliamentary democracy in Britain. This allows for the students to apply their knowledge about the situation after the Glorious Revolution and compare it to voting laws in the 1800s.</p> <p>The use of protests, both violent and non-violent, also builds upon the concept that the lower classes can have agency in historical events; this was also explored in the peasants' revolt, the abolitionist movement and the Civil Rights movement.</p> | <p>This unit draws together the various concepts which have been threaded through the curriculum. Firstly, it revisits the growth of democracy using the knowledge gained about the diminishing of royal power, the growth of parliamentary sovereignty and finally the suffrage of the working classes and women.</p> <p>Secondly, this unit revisits the role of the lower classes. By this point the Key Stage 3 curriculum has charted Britain's growth from an outpost of the Roman Empire, to a stable country, into a world power by the 20<sup>th</sup> century. This narrative aims to step away from the 'great men' in history route and to represent the roles of the lower classes, women and minority groups in Britain's development over time.</p> |
| <p><b>Knowledge and Sequencing Rationale</b></p> | <p>This thematic study will enable students to gain an understanding of the development of the relationship between the citizen and the state. It considers the causes, scale, nature and consequences of protest to that relationship. By charting the journey from feudalism and serfdom to democracy and equality, it reveals how, in different periods, the state responds to challenges to its authority and their impact. It allows students to construct an understanding of the rights and responsibilities of the citizen.</p> |  |  |