**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 ScotsOverview of the life of Mary, Queen of ScotsWhy was Mary, Queen of Scots a problem for Elizabeth? | CausationChronologyCausationPersuasive writing | Clip about the execution of Mary as a starting pointComplete a timeline using the powerpoint details of her lifeInformation 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 ArmadaTo evaluate reasons why the English defeated the Armada | CausationChronologyCausationConsequencesSource Analysis & Evaluation | Matching statements exercise on the causes of the ArmadaSequencing exercise of the eventsWhy was the Armada defeated?Youtube clip of the Tilbury speech.Powerpoint slides on English strengths/Spanish weaknessesArmada 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 & ConsequencesSuccessionGroup work and presentation skills | Brainstorming on reasons for marriage and against marriage – spiderdiagramsWork in groups to promote one candidate each.One student is Elizabeth and has to choose her favourite suitor and say whyComplete 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 & ConsequenceDeserving and Undeserving PoorChange | **STARTER** – Poverty today powerpoint picturesMatching statements on causes and consequences of povertyMatch the different types of poor using the picture and wordsInformation sheet and questions. | 2 lessons |
| **How successfully did Elizabeth I deal with her image?** | Portraits. | Causation & ConsequenceSIGNIFICANCE | 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 IThe Long and Short term causes of the English Civil WarThe Events the Civil War/Cavaliers & RoundheadsWeaponsTo analyse the causes of Parliamentary victory in the Civil War?The Execution of Charles IWas Oliver Cromwell a hero or a villain? | Causation – long and short termChronologyCausation & ConsequenceChangePersuasive writingInterpretations | **STARTER** - Youtube clip of the execution of Charles IPowerpoint 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 programmePowerpoint – strengths & weaknesses of different weapons**HOMEWORK** – Recruitment poster to join the Cavaliers & RoundheadsSorting exerciseDebate 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 lessons2 lessons2 lessons2 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 5Could 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 SystemFactory SystemChange & Continuity | Powerpoint – strengths and weaknesses of the 2 systems | 2 lessons |
| **How did the textile industry change?** | Inventions in the textile industry | Spinning JennyWater Frame | TIMELINES TV CLIPPowerpoint – 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 factoryReasons why factory owners did not want to make changes.Factory Acts | New LanarkSimilarities & DifferencesChangeLaissez-faire | Powerpoint to discuss his factoryVIDEO CLIP on Titus SaltSimple comprehension questions using the textbook**HOMEWORK TASK** – leaflet to attract workers to New LanarkDiscussion on reasons why - produce a spiderdiagramTable of Factory Acts | 1 lesson1 lesson |
| **What changes in transport took place?** | The Development of the RailwaysWhy railways were neededHow railways developedAdvantages & Disadvantages | ChangeCause & Consequence | Powerpoint – picture STARTERWhy did Liverpool-Manchester need a railway – use the textbookThe development of the Liverpool-Manchester Railway – complete worksheetDifferent attitudes towards the railways – Cranford clipSpeechesResults 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 & citiesPush and Pull factorsLiving ConditionsWhy was nothing done to make improvements?Public Health Acts | Push and Pull factorsUrbanisationCholeraCause & consequenceChange | **STARTER** – in groups look at a source and what does it tell us about living conditionsPush and Pull factors table using the textbookPowerpoint and TIMELINES TV clipProduce a spiderdiagram showing all the problems they facedUse the sources on the powerpoint to label with the reasonsPowerpoint – flow diagram on the changesBBC 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 C21stTo compare the modern political system to that of 1800 and explain what was wrong with the system in 1800. | ElectionsHouse of Lords & CommonsPrime MinisterMembers of ParliamentDemocracy & DictatorshipRotten boroughsSimilarity & DifferenceBribery & 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 & DictatorshipPowerpoint - 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, 1819ChartismThe Suffragettes | Cause & consequencePetitionsPeople’s CharterMoral Force/Physical ForceSuffragettes/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 clipPowerpoint – picture **STARTER**Chartist AnthemWhat were the 6 demands and why – complete worksheetDifferent types of ChartistsTIMELINES TV clipWrite speeches to be peer-assessedPowerpoint – picture **STARTER** what was the view of women?Table comparing Suffragists and SuffragettesTIMELINES TV clipRole of women in WW1 – spiderdiagramVideo clipQUESTION – on role of WW1 in helping women secure the vote | 2 lessons2 lessons2 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 slaveThe origins of the slave tradeThe triangular trade routeThe capture | SlaveCause & consequenceSlave TradeTriangular Trade RouteEmpathy | Powerpoint – STARTER of a plantation pictureWords they associate with ‘slave’ – come up with a definition and then choose one.Powerpoint – explain why the Europeans began to take slaves to the AmericasSpiderdiagram – slavery in AfricaTIMELINES TVTrinagular Trade route explanationThe 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 PassageSlave auctions | Slave shipsEmpathyChange | Powerpoint – **STARTER** – anagrams from the previous lessonSources about the Middle PassageVideo clipsContinue their piece of empathetic writing about the Middle Passage journey(**HOMEWORK TASK**)Powerpoint – **STARTER** – pictureHow were slaves prepared for their sale? Copy out list.Explain the difference between an auction and a scrambleSourcesVideo clipProduce a poster for a slave auction – see sheet | 2 lessons2 lessons |