



The Sutton Academy

Knowledge Rich Curriculum Plan

Humanities – History

Year 8



History Year 8	EQ1 – How did the English Civil War shape English democracy? Causes and consequences Substantive concept: Governance			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Assessment/Exam Technique	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L1- What were the causes of the English Civil War?	<ul style="list-style-type: none"> The monarchy believed in the divine right of kings = chosen by god to be monarch and only answers to god. Ship money was introduced to pay for wars with France and Scotland. The Grand Remonstrance was published – list of 204 complaints against Charles I. Charles attempted to arrest 5MPs following this. Charles married Henrietta Maria – a Catholic from France. Parliament were concerned that England could become Catholic again. 	<p>Tier 3</p> <p>Civil War</p> <p>Divine Right of Kings</p>	<p>Cold Calling</p> <p>MWB</p> <p>Hinge Questioning</p> <p>‘Explain’ – I do, We do</p>	Students will know what war is and what the hierarchy (feudal system) is.
L2- How did England lose their monarch in 1649? Short term consequence	<ul style="list-style-type: none"> Parliament created a New Model Army – this improved their position in battle and won the English Civil War. King Charles I was tried for treason and executed – this meant England became a republic as there was no monarch. 	<p>Tier 2</p> <p>Treason</p> <p>Executed</p>	<p>Cold calling</p> <p>MWB</p> <p>Hinge Questioning</p> <p>‘Explain’ – We do, You do</p>	Students will know the causes of war between the king and parliament = ship money, marriage, divine right of kings and Grand Remonstrance
L3- How significant was the Interregnum?	<ul style="list-style-type: none"> England became a republic for 11 years – no monarchy. Cromwell refused the title of King instead he became known as “Lord Protector”. There was a loss of rights for many people e.g. illegal to drink alcohol, celebrate Christmas or play sports. 	<p>Tier 2</p> <p>Republic</p> <p>Tier 3</p> <p>Interregnum</p>	<p>Cold calling</p> <p>MWB</p> <p>Hinge Questioning</p> <p>“Describe” – I do, We do</p>	Students will know that king Charles I was executed and Britain no longer had a monarch.
L4- Exam Skills	<ul style="list-style-type: none"> Students will consolidate their knowledge on the interregnum and causes of English Civil War. Students will strengthen their exam technique on “describe” and “explain” questions 	Use of the key vocabulary from the previous 3 lessons.	<p>Cold calling</p> <p>MWB</p> <p>Hinge Questioning</p> <p>“Describe” – We do, You do</p> <p>“Explain” – You do</p> <p>“In what ways” – I do, We do</p>	Prior knowledge from the previous 3 lessons.

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L5- What was the restoration?	<ul style="list-style-type: none"> Oliver Cromwell died and his son Richard didn't want to be "Lord Protector" = King Charles II became monarch. Aspects of life made illegal by Cromwell were made legal again e.g. celebrating Christmas Charles II became known as the "merry monarch". 	Tier 3 Restoration	Cold calling MWB Hinge Questioning "In what ways" – I do, We do	Students will know that England became a republic and no longer had a king
L6- How significant was the Glorious Revolution?	<ul style="list-style-type: none"> Parliament fearful of King James II making England Catholic – James, wife and son flee to France. Daughter Mary and William of Orange sent by Parliament to invade England and keep the country Protestant. Mary and William became joint monarchs but they had to sign the Bill of Rights first – parliament gained more control and monarchy lost some power. This is still use today. 	Tier 2 Revolution Constitutional Monarchy	Cold Calling MWB Hinge Questioning "In what ways" – We do, You do	Students will that King Charles II restored what was made illegal by Cromwell and was popular.
L7- Answering the EQ: How did the English Civil War shape English democracy?	<ul style="list-style-type: none"> Students will consolidate their understanding of how the English Civil War changed democracy in England. 	Use of the key vocabulary from the previous 6 lessons.	Cold Calling "In what ways did English democracy change following the English Civil War?"	Students will understand how democracy changed in Britain – Parliament has more power and monarch has less power.

History Year 8	EQ2- what was the global impact of the Transatlantic Slave Trade? Disciplinary focus: Society Substantive concepts: Significance			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Assessment/ Exam Technique	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L1- How advanced was West Africa before the Transatlantic Slave Trade?	<ul style="list-style-type: none"> Benin had an Oba – he was very powerful Songhay was well educated – they had Sankore University which 25,000 students attended. Asante – owned the Akan gold mines. This made them wealthy and traded gold for salt with Europe 	Tier 3: Oba	Cold calling MWB Hinge Questioning “In what ways” – We do, You do	<ul style="list-style-type: none"> Students will know what a Golden Age was and how it allowed society to develop.
L2- What were the impacts of the Transatlantic Slave Trade?	<ul style="list-style-type: none"> 15 million Africans were enslaved and sent to the Americas for slave labour. People of African heritage are located across America and Europe due to their forced migration = African Diaspora Britain became very wealthy – the money from the slave trade was used to expand towns/cities, invested in banking and ports were developed. 	Tier 2: Colonisation	Cold calling MWB Hinge Questioning ‘Describe’ – We do, You do	<ul style="list-style-type: none"> Students will know that slavery is illegal today and that it is an extremely inhumane practise. Students will know that West African kingdoms were advanced prior to being colonised.
L3- How significant was the Middle Passage?	<ul style="list-style-type: none"> The middle passage is the route that enslaved Africans were transported from Africa to America. The enslaved Africans had poor conditions on their journey e.g. cramped, whipped and diseases. Enslaved Africans were auctioned off when they arrived in the Americas, they were sold to the person who paid the most. 	Tier 2: Enslaved	Cold calling MWB Hinge Questioning ‘How useful’- I do, We do	<ul style="list-style-type: none"> Students will know what the Transatlantic Slave Trade was and how it largely benefitted Great Britain. Students will be aware that colonising large amount of land would bring mass amounts of wealth and power.
L4- How did enslaved Africans rebel against their captivity?	<ul style="list-style-type: none"> Enslaved Africans began rebellions upon the slave ships- on their journey to the New World. The Maroons helped enslaved Africans escape plantations and set up new communities for them to live in in the Blue Mountains in Jamaica. Haitian Revolution - Toussaint Louverture who was granted freedom from his master, he began to inspire other enslaved Africans to rebel and run away from the plantations. 	Tier 2: Rebellion Captivity	Cold calling MWB Hinge Questioning ‘How useful’ – We do, You do	<ul style="list-style-type: none"> Students will know that Africans were help captive against their will. Students will know the ways in which Slave Owners and trading countries benefitted from trading enslaved Africans. Students should know what a rebellion is from their studies in year 7, a prime example of this is the Harrying of the North.
L5- What was the impact of the Transatlantic Slave Trade on Liverpool?	<ul style="list-style-type: none"> Liverpool was the most powerful port city in Britain and Europe. Liverpool benefitted from the slave trade (location, mayors supported the trading and also traders in Liverpool were very knowledgeable). Liverpool benefitted from slavery politically, economically and socially. 	Tier 2: Merchant	Cold calling MWB Hinge Questioning “Source A suggests...” – I do, We do.	<ul style="list-style-type: none"> Students will know that Liverpool is a city in the Northwest of England, it has a large dock to house ships. Students will be aware that many cities prospered due to the Transatlantic Slave Trade.

History Year 8	EQ2- what was the global impact of the Transatlantic Slave Trade? Disciplinary focus: Society Substantive concepts: Significance			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Assessment/ Exam Technique	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L6- Exam Skills	<ul style="list-style-type: none"> Students will consolidate their knowledge on the impact of slavery on Liverpool. Students will strengthen their skills on essay writing and source analysis. 	Use of the key vocabulary from the previous 5 lessons.	Cold calling MWB Hinge Questioning "Evaluate statement" – I do, We do, You do "Source A suggests..." – We do, You do	Prior knowledge from the previous 5 lessons.
L7- What impact did the sugar trade have upon the island of Barbados?	<ul style="list-style-type: none"> Students will learn that the island of Barbados, in the Caribbean, was a location that traded enslaved Africans. Students will learn that the sugar trade dramatically changed the island of Barbados, increasing its wealth and population. Students will also learn that men from Europe, travelled to the Americas and settled there, in the hope of creating a better life for themselves. These men bought a plot of land and created plantations. 	Tier 2: Migration	Cold calling MWB Hinge Questioning "Describe" – You do "Source A suggests" – You do	<ul style="list-style-type: none"> Students will have the prior knowledge that enslaved Africans were transported to the Americas, the island of Barbados being one location. Students will know what a plantation is and who worked on them. Students will know that the journey from Europe to the Americas was very long and the conditions were terrible. Many men would catch illnesses and die on the journey.
L8 – How did the Transatlantic Slave Trade lead to the Industrial Revolution?	<ul style="list-style-type: none"> People migrated from villages to towns/cities to work in factories. Goods from the Americas e.g. Cotton turned into cloth on machines such as the Spinning Jenny. Towns/cities rapidly expanded due to people working in factories to make goods – Manchester's population increased to 700,000 by 1901. 	Tier 2: Industrial Revolution	Cold calling MWB Hinge Questioning "In what ways" – we do, you do	<ul style="list-style-type: none"> Students will be aware that the economy of Great Britain transformed during the Transatlantic Slave Trade. Student should also know that the enslaved Africans were forced to produce raw materials on plantations; these raw materials were then transported to major cities in Great Britain.
L9- What key events occurred which led to the Abolition of the Slave Trade Act in 1807?	<ul style="list-style-type: none"> Students will learn that many people in Britain believed that slavery should have been abolished- petitions and posters were created. Students will learn that William Wilberforce was an influential MP who campaigned for the end of slavery. Students will learn that slavery was abolished in England in 1807. 	Tier 2: Abolition	Cold calling MWB Hinge Questioning Interpretation questions "Identify two quotes" – we do "what does Int A suggest about..." – I do, we do	<ul style="list-style-type: none"> Students will have the knowledge that many wealthy men in Europe were slave traders, even some MPs in Britain. Students will know how important Parliament are in passing new laws, from their study of the English Civil War. Students will have the prior knowledge that some enslaved Africans began rebellions against their slave owners and escaped their captivity.

History Year 8	EQ2- what was the global impact of the Transatlantic Slave Trade? Disciplinary focus: Society Substantive concepts: Significance			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Assessment/ Exam Technique	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L10- Answering the EQ: what was the global impact of the Transatlantic Slave Trade?	<ul style="list-style-type: none"> Students will consolidate their understanding of the impacts of the Transatlantic Slave Trade. 	Use of the key vocabulary from the previous 8 lessons.	Cold calling MWB Hinge Questioning “The largest impact of the Transatlantic Slave was... How far do you agree” – We do, You do	Prior knowledge from the previous 9 lessons.

History Year 8	EQ3- why did democracy transform in 19 th century Britain? Substantive concepts: Democracy Second order concepts: change and continuity/Evidence			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Assessment/ Exam Technique	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L1- What were social causes of anger in the 19 th century?	<ul style="list-style-type: none"> Lower class people had poor working conditions in factories. Workers would work 12 hours per day and had dangerous jobs e.g. scavengers. Lower class people had poor living conditions e.g. cramped housing and dirty water. 	<p>Tier 3: Class system</p> <p>Tier 2: Protest</p>	<p>Cold calling MWB Hinge Questioning</p>	<ul style="list-style-type: none"> Yr 7- The Feudal System introduced a wide variety of changes to England, one of which was the Feudal System. There were various protests and rebellions during William the Conqueror's reign. Students will be aware of the job role of peasants and how they were viewed in society.
L2- what were political causes of anger in the 19 th century?	<ul style="list-style-type: none"> Only upper-class men had the vote. Rotten boroughs = only one person able to vote in a village and had MP. No representation in Parliament meant lower- and middle-class people had no rights. 	<p>Tier 3: Rotten Boroughs</p>	<p>Cold calling MWB Hinge Questioning</p>	<ul style="list-style-type: none"> Students will know the changes that the Industrial Revolution brought to Britain; more job opportunities, greater population, higher pollution, strengthened economy. Students will understand the conditions that factory workers faced during the Industrial Revolution; long hours, low pay, dangerous working conditions.
L3- How significant was the French Revolution?	<ul style="list-style-type: none"> France had an economic collapse and working class paid high tax. The French people overthrown the government. King Louis of France was executed and France became a republic. 	<p>Tier 2: Tax Revolution</p>	<p>Cold calling MWB Hinge Questioning</p>	<ul style="list-style-type: none"> Students will know how society was divided; upper, middle and lower classes Students will be aware of the expectations and job roles of each area of society, whether they required intellectual skills or a craft. Students will know that England was a patriarchal society; men were viewed as superior.
L4- What was the age of Enlightenment?	<ul style="list-style-type: none"> There was a focus on learning and understanding science. There was an increase in ideas of freedom and equality = removal of absolute monarchy Ideas used as a reason of the French Revolution. 	<p>Tier 3: Enlightenment</p>	<p>Cold calling MWB Hinge Questioning</p>	<ul style="list-style-type: none"> Students will have an awareness of what a Golden Age is. They will have a broad understanding of how developments in one country can benefit the people.
L5- Why was the Peterloo Massacre so significant?	<ul style="list-style-type: none"> In August 1819, a large crowd of about 60,000 working class people from the Greater Manchester area met at St Peter's fields in Manchester. The local magistrates sent in the cavalry (soldiers on horseback) to stop the meeting, saying it was against the law. Armed with swords, they charged into the crowd like they were in battle and at least 11 people were killed. 	<p>Tier 2: Massacre</p>	<p>Cold calling MWB Hinge Questioning</p>	<ul style="list-style-type: none"> Students will know that working-class people and they wanted a voice in parliament to put their needs and wants on the political agenda, inspired by the French Revolution. Students will be aware of the reasons why people were unhappy with their working lives.

History Year 8	EQ3- why did democracy transform in 19 th century Britain? Substantive concepts: Democracy Second order concepts: change and continuity/Evidence			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Assessment/ Exam Technique	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
	<ul style="list-style-type: none"> After this event, the British government made a new law to restrict large numbers meeting. This was called the 'Six Acts'. 			
L6- Exam Skills	<ul style="list-style-type: none"> Students will consolidate their knowledge on the significance of the Peterloo Massacre. Students will strengthen their skills on essay writing and source analysis. 	Use of the key vocabulary from the previous 5 lessons.	Cold calling MWB Hinge Questioning	Prior knowledge from the previous 5 lessons.
L7- How great was the 'Great Reform Act' of 1832?	<ul style="list-style-type: none"> In 1832, MPs realised that reform was needed and introduced a new system of voting. This was known as the Great Reform Act of 1832. More people were allowed to vote – it increased voters from 500,000 to 800,000. Women, rich or poor, still could not vote. Working class had no property so still could not vote. 	Tier 2: Ballot	Cold calling MWB Hinge Questioning	<ul style="list-style-type: none"> Students will be aware that the workers were not happy and Parliament realised that they needed to make changes to their voting rights. Many people could still not vote by 1931, this called for changes to the voting system as rebellions continued.
L8- How successful was the Chartist movement?	<ul style="list-style-type: none"> The Chartist movement was the first mass movement driven by the working classes. It grew following the failure of the 1832 Reform Act to extend the vote beyond those owning property. Chartism called for democracy and reform for the working class. In 1838, these protestors published the People's Charter which had 6 main points. 	Tier 3: Chartists Tier 2: Petition	Cold calling MWB Hinge Questioning	<ul style="list-style-type: none"> Students will be aware of what the Great Reform Act was and the changes it made to democracy. Students will be aware of the changes that still needed to be made to democracy. (E.g- women were still denied the right to vote) Students will also be aware of the areas of society that still could not vote.
L9- Answering the EQ	<ul style="list-style-type: none"> Students will consolidate their learning on how democracy changed in 19th century Britain. 	Use of the key vocabulary from the previous 8 lessons.	Cold calling MWB Hinge Questioning	Prior knowledge from the previous 8 lessons.

History Year 8	EQ4- How far was the idea of racial superiority the driving factor in the rise of the British Empire? Disciplinary focus: Interpretations Substantive concepts: Migration and Empire			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Assessment/ Exam Technique	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L1- Why did Britain want an empire?	<ul style="list-style-type: none"> Britain wanted to colonise more land to show their power and dominance. Britain wanted to trade with more nations and control this trade to get more goods. Britain took advantage of nations they colonised to gain wealth. Britain believed they were superior and wanted to force their influence on weaker countries. 	Tier 2: Empire	Cold calling MWB Hinge Questioning	<ul style="list-style-type: none"> Students will know that an empire would bring mass amounts of wealth and power. The Vikings built an empire which rivalled countries around the world.
L2- Why did people from Britain move to America and what impact did this have on the colonies?	<ul style="list-style-type: none"> An empire is group of territories ruled by one single ruler or state. The British Empire reached its peak under Queen Victoria; covering 1/3 of the world's surface and ¼ of the world's population. The British Empire provided lots of wealth, glory and power to Britain. 	Tier 3: New World Colonisation	Cold calling MWB Hinge Questioning	<ul style="list-style-type: none"> Students will know that Britain used the land in the Americas to trade enslaved Africans during the 17th and 18th centuries. Students will understand from Y7 that the more land a country controls, the more wealth it will acquire.
L3- What was the Scramble for Africa?	<ul style="list-style-type: none"> Britain wanted to spread Christianity to Africa, improve trade and develop their culture and civilisation. The 'Scramble for Africa' took place to decide who would control the various countries belonging to the continent of Africa. Britain gained 20 new colonies and became one of the most powerful European nations. The Zulu War shows how dedicated the British were in gaining more territory in Africa. 	Tier 3: Imperialism Tier 2: Darwinism	Cold calling MWB Hinge Questioning	<ul style="list-style-type: none"> Students will understand the history of Britain's relationship with Africa from their studies on the Transatlantic Slave Trade. Students will understand that Britain has always wanted to have control over African land. Students will know that the British had the belief that Africans were uncivilised and therefore felt it was their duty to take control of Africa in order for it to become more 'civilised'.
L4- Why was Britain so interested in India and what opposition did they face?	<ul style="list-style-type: none"> The Mughals were Muslim rulers who invaded Afghanistan in the early 1500s. The Mughal Empire was extremely wealthy. It had efficient taxation and a highly developed banking system. Britain was interested in India because India was rich in natural resources such as Iron, copper, gold, silver, spices and tea. This meant that any country who made strong trade links with India could become very wealthy. Britain's rule of India completely changed their culture, industry and government. 	Tier 3: Mughal	Cold calling MWB Hinge Questioning	<ul style="list-style-type: none"> Students will understand that the British were attracted to colonies which have a variety of rich natural materials. Students will know that India was in Asia, England had already colonised land in Africa.

History Year 8	EQ4- How far was the idea of racial superiority the driving factor in the rise of the British Empire? Disciplinary focus: Interpretations Substantive concepts: Migration and Empire			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Assessment/ Exam Technique	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L5- How did Australia become part of the British Empire?	<ul style="list-style-type: none"> In April 1770, a British explorer named James Cook claimed the east coast of Australia for Britain and named it New South Wales. In May 1787, there were over 1300 people on board the ships, including 236 convicted criminals. The convicts began to build the settlement. Good, hardworking convicts earned themselves an early release, while bad behaviour ended in a whipping or an extended sentence. 	Tier 2: Forced migration	Cold calling MWB Hinge Questioning	<ul style="list-style-type: none"> Students will understand that due to the Industrial Revolution, the living standards of people in England declined. The deprivation present in England meant that many of the English people resorted to crime. The crime rates in England meant that prisons became overcrowded.
L6- Answering the EQ	<ul style="list-style-type: none"> Students will consolidate their knowledge on the previous 5 lessons. 	Use of the key vocabulary from the previous 5 lessons.	Cold calling MWB Hinge Questioning	Prior knowledge from the previous 5 lessons.

History Year 8	EQ5- Why did the women's suffrage movement turn violent? Disciplinary focus: Substantive concepts: Democracy			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Assessment/ Exam Technique	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L1- What was the role of women in 1900 and how were they viewed in society?	<ul style="list-style-type: none"> Women were viewed as 'less than' men in the 1900. Women were not allowed to vote or earn as much as men. Women were often confined to the home or in stereotypical female roles in the domestic service. 	Tier 2- Patriarchy	Cold calling MWB Hinge Questioning	<ul style="list-style-type: none"> Students will know that women were viewed as inferior than men in British society. Students will know that a woman's workplace was deemed to be their 'home'; to cook, clean and care for their children.
L2- Who were the Suffragists?	<ul style="list-style-type: none"> Women started to peacefully protest for the vote into the 20th century. The peaceful protests consisted of lobbying politicians, making leaflets and going on marches. Millicent Fawcett was the leader of this group and it was set up in 1897. 	Tier 2- Suffrage Lobbying	Cold calling MWB Hinge Questioning	<ul style="list-style-type: none"> Students will be aware that society was very unfair during the 19th/ early 20th centuries. This meant that women did not have equal rights to men, therefore protests were deemed as an appropriate way to campaign for greater rights.
L3- Who were the Suffragettes?	<ul style="list-style-type: none"> The peaceful protests turned violent after 6 years of campaigning. Violent protests consisted of blowing up post boxes, chaining themselves to railings and blowing up the chancellor's house. Emmeline Pankhurst was the leader of this group and it was set up in 1903. Emily Davison ran in front of the king's horse at the Epsom Derby to become a martyr. 	Tier 2- Militant Martyr	Cold calling MWB Hinge Questioning	<ul style="list-style-type: none"> Students will know that the Suffragists used peaceful protests in order to campaign for women's suffrage. Students will also know that many people view the Suffragists to be 'too slow' in bringing about change.
L4- Were the aims of the Suffragists and Suffragettes achieved by 1918?	<ul style="list-style-type: none"> Campaigning from the Suffragists, Suffragettes and World War One were reasons why some women were granted the right to vote in 1918. The Representation of the People's Act was passed in 1918 giving women over 30 the vote if they owned property. Women were not given equal voting rights until 1928. 	Tier 2- Equal Rights	Cold calling MWB Hinge Questioning	<ul style="list-style-type: none"> Students will know that the Suffragists and Suffragettes contributed to the campaign for women gaining the right to vote.
L5- Answering the EQ	Students will consolidate their knowledge on the previous 5 lessons.	Use of the key vocabulary from the previous 4 lessons.	Cold calling MWB Hinge Questioning	Prior knowledge from the previous 4 lessons.