

## Year 8 History Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	<p><b>ENQUIRY 1:</b> Why has it taken so long for the Aztecs' voices to be heard in history?</p> <p><b>ENQUIRY 2:</b> What can the Westminster Tournament Roll tell us about early Tudor England?</p> <p><b>ENQUIRY 3:</b> What was the impact of the Protestant Reformation on Tudor England?</p>	<p><b>ENQUIRY 3:</b> What was the impact of the Protestant Reformation on Tudor England?</p> <p><b>ENQUIRY 4:</b> What was the impact of the Civil War on England?</p>	<p><b>ENQUIRY 4:</b> What was the impact of the Civil War on England?</p>	<p><b>ENQUIRY 5:</b> How did the British Empire become the dominant world superpower by 1914?</p>	<p><b>ENQUIRY 6:</b> Why was the trade of African slaves abolished in the nineteenth century?</p>	<p><b>ENQUIRY 7:</b> What was the impact of the Industrial Revolution on Britain?</p>
Ethos Links	<p><b>Respect, Responsibility, and Resilience</b></p> <ul style="list-style-type: none"> <li><b>Respect:</b> Encourages appreciation of diverse cultures and historical perspectives, especially indigenous voices and religious beliefs.</li> <li><b>Responsibility:</b> Promotes reflection on how power and belief systems shape societies and the importance of historical interpretation.</li> </ul> <p><b>STEM Connections</b></p> <ul style="list-style-type: none"> <li><b>Historical Artefacts and Technology:</b> Analysing the production and</li> </ul>	<p><b>Respect, Responsibility, and Resilience</b></p> <ul style="list-style-type: none"> <li><b>Respect:</b> Encourages understanding of diverse religious beliefs and historical perspectives.</li> <li><b>Responsibility:</b> Promotes reflection on leadership, reform, and civic duty.</li> <li><b>Resilience:</b> Highlights the endurance of communities through upheaval and change.</li> </ul> <p><b>STEM Connections</b></p> <ul style="list-style-type: none"> <li><b>Architecture and Engineering:</b> Understanding the</li> </ul>	<p><b>Respect, Responsibility, and Resilience</b></p> <ul style="list-style-type: none"> <li><b>Respect:</b> Encourages understanding of diverse political and social perspectives, including contested legacies like Cromwell's.</li> <li><b>Responsibility:</b> Promotes reflection on leadership, justice, and the role of individuals in shaping society.</li> <li><b>Resilience:</b> Highlights the endurance of communities through</li> </ul>	<p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Navigation, cartography, and shipbuilding technologies.</li> <li>Industrialisation and its role in empire-building.</li> <li>Scientific racism and its historical misuse.</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>Environmental consequences of imperial resource extraction.</li> <li>Colonial agricultural</li> </ul>	<p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Economic systems and trade logistics.</li> <li>Use of technology in plantation agriculture and shipping.</li> <li>Data analysis of trade routes and population movements.</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>Environmental impact of plantation agriculture.</li> </ul>	<p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Exploration of technological innovation and engineering.</li> <li>Understanding the science behind industrial processes.</li> <li>Data analysis of population growth and urbanisation.</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>Environmental impact of industrialisation (pollution,</li> </ul>

	<p>preservation of sources like the Westminster Tournament Roll.</p> <ul style="list-style-type: none"> <li>• <b>Scientific Thought and Religion:</b> Exploring how religious reform challenged traditional authority and influenced intellectual change.</li> <li>• <b>Data and Chronology:</b> Using timelines and demographic data to understand societal shifts during the Reformation.</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Encourages reflection on <b>cultural sustainability</b> and the importance of preserving diverse historical narratives.</li> </ul>	<p>impact of the Dissolution on monastic buildings and land use.</p> <ul style="list-style-type: none"> <li>• <b>Data and Chronology:</b> Using timelines and demographic data to track religious and political change.</li> <li>• <b>Scientific Thought and Religion:</b> Exploring how reform influenced intellectual and cultural developments.</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Promotes understanding of <b>social sustainability</b> through inclusive governance and religious tolerance.</li> </ul>	<p>civil conflict, regime change, and migration.</p> <p><b>STEM Connections</b></p> <ul style="list-style-type: none"> <li>• <b>Data and Chronology:</b> Using timelines and demographic data to track political and social change.</li> <li>• <b>Historical Artefacts and Preservation:</b> Exploring how statues, documents, and architecture reflect historical memory and technological preservation.</li> <li>• <b>Scientific Ethics:</b> Encouraging reflection on how power and belief systems influence scientific and intellectual freedom.</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Promotes understanding of <b>social sustainability</b> through inclusive governance and tolerance.</li> </ul>	<p>practices and land use.</p> <ul style="list-style-type: none"> <li>• Long-term impact on biodiversity and ecosystems.</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term consequences of colonial land use and exploitation.</li> </ul>	<p>resource depletion).</p> <ul style="list-style-type: none"> <li>• Long-term consequences of coal and iron extraction.</li> <li>• Reflection on sustainable development in modern contexts.</li> <li>• exploitation and inequality.</li> </ul>
<b>Knowledge</b>	By the end of this unit students will know and understand: <b>The Aztecs</b>	By the end of this unit students will know and understand: <b>The English Reformation</b>	By the end of this unit students will know and understand: <b>Political and Social Change</b>	By the end of this unit students will know and understand: <b>Foundations and Expansion of Empire</b>	By the end of this unit students will know and understand: <b>Pre-Colonial Africa</b>	By the end of this unit students will know and understand:

	<ul style="list-style-type: none"> <li>Who the Aztecs were: society, culture, religion, and empire.</li> <li>Traditional historical interpretations of the Aztecs (e.g. Spanish conquest narratives).</li> <li>Revisionist approaches: indigenous perspectives and modern reinterpretations.</li> <li>The challenges of recovering indigenous voices in history.</li> </ul> <p><b>Early Tudor England</b></p> <ul style="list-style-type: none"> <li>The priorities and image of King Henry VIII in the early 16th century.</li> <li>The significance of the Westminster Tournament Roll (1511) as a source.</li> <li>Insights into Tudor society, hierarchy, and gender roles from visual and written sources.</li> </ul> <p><b>The English Reformation</b></p> <ul style="list-style-type: none"> <li>Criticisms of the Catholic Church before the Reformation.</li> <li>Martin Luther's role in starting the Protestant Reformation.</li> <li>Henry VIII's struggle for an annulment and the political context.</li> </ul>	<ul style="list-style-type: none"> <li>Religious changes under Henry VIII: from Catholicism to the Church of England.</li> <li>The Dissolution of the Monasteries: causes and consequences.</li> <li>The role of Henry's heirs (Edward VI, Mary I, Elizabeth I) in shaping religious policy.</li> <li>Migration during the Reformation and England's changing attitudes to outsiders.</li> <li>The broader impact of the Reformation on English society, culture, and governance.</li> </ul> <p><b>The English Civil War</b></p> <ul style="list-style-type: none"> <li>Tensions under Charles I: divine right, taxation, and religious disputes.</li> <li>Causes of the Civil War in 1642: political, religious, and social factors.</li> <li>Key battles and their outcomes (e.g. Edgehill, Marston Moor, Naseby).</li> <li>The consequences of civil war for monarchy,</li> </ul>	<ul style="list-style-type: none"> <li>The trial and execution of Charles I and its significance.</li> <li>The role and legacy of Oliver Cromwell: Protectorate, policies, and public memory.</li> <li>The Restoration of the monarchy in 1660 and its causes.</li> <li>The impact of the Civil War on English society, governance, and identity.</li> <li>Long-term changes to power structures: monarchy, parliament, and civil liberties.</li> </ul> <p><b>Migration and Inclusion</b></p> <ul style="list-style-type: none"> <li>England's evolving relationship with migrants and refugees in the 17th century.</li> <li>Religious refugees (e.g. Huguenots) and economic migrants.</li> <li>Attitudes toward outsiders and the development of more inclusive policies.</li> </ul>	<ul style="list-style-type: none"> <li>Definition and scope of the British Empire.</li> <li>Motivations for colonisation (economic, strategic, religious).</li> <li>Case studies: Jamestown, American colonies, India, Africa.</li> </ul> <p><b>Colonial Rule and Resistance</b></p> <ul style="list-style-type: none"> <li>British governance and control mechanisms.</li> <li>Cultural, economic, and political impacts on colonised societies.</li> <li>Key events: American Revolution (1776), Indian Revolt (1857), Scramble for Africa.</li> </ul> <p><b>Justifications and Ideologies</b></p> <ul style="list-style-type: none"> <li>British narratives of empire (civilising mission, racial superiority).</li> </ul>	<ul style="list-style-type: none"> <li>Rich cultures, kingdoms, and trade networks before European invasion.</li> </ul> <p><b>Triangular Trade</b></p> <ul style="list-style-type: none"> <li>Structure and economic motivations behind the transatlantic slave trade.</li> <li>Roles of Europe, Africa, and the Americas.</li> </ul> <p><b>Life on Plantations</b></p> <ul style="list-style-type: none"> <li>Conditions, labour, and treatment of enslaved people.</li> <li>Cultural survival and adaptation.</li> </ul> <p><b>Resistance</b></p> <ul style="list-style-type: none"> <li>Everyday resistance, rebellions, and cultural defiance.</li> <li>Examples of leadership and agency among enslaved people.</li> </ul> <p><b>Abolition</b></p>	<p><b>Britain Before Industrialisation</b></p> <ul style="list-style-type: none"> <li>Rural life, agriculture, and cottage industries.</li> <li>Social structures and economic systems.</li> </ul> <p><b>Origins of the Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>Technological innovations (e.g. spinning jenny, steam engine).</li> <li>Key inventors and entrepreneurs.</li> <li>Role of natural resources and geography.</li> </ul> <p><b>Urbanisation and Factory Growth</b></p> <ul style="list-style-type: none"> <li>Development of industrial towns and cities.</li> <li>Migration and population growth.</li> <li>Infrastructure (canals, railways).</li> </ul>
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	<ul style="list-style-type: none"> <li>The Break with Rome in 1534 and its impact on religion, politics, and society.</li> </ul>	parliament, and the people.		<ul style="list-style-type: none"> <li>Role of companies like the East India Company.</li> <li>Propaganda and public opinion in Britain.</li> </ul> <p><b>Migration and Legacy</b></p> <ul style="list-style-type: none"> <li>Movement of people within and beyond the empire.</li> <li>Contributions of empire to modern Britain.</li> <li>Debates around commemoration and historical memory.</li> </ul> <p><b>Historical Writing and Interpretation</b></p> <ul style="list-style-type: none"> <li>Constructing arguments using evidence.</li> <li>Evaluating interpretations of empire.</li> <li>Understanding continuity and change over time.</li> </ul>	<ul style="list-style-type: none"> <li>Role of campaigners, economic shifts, and enslaved people's resistance.</li> <li>Key figures and movements in Britain and beyond.</li> </ul> <p><b>Legacy and Memory</b></p> <ul style="list-style-type: none"> <li>How the slave trade is remembered and commemorated.</li> <li>Debates around statues, reparations, and historical justice.</li> </ul> <p><b>Historical Writing</b></p> <ul style="list-style-type: none"> <li>Constructing arguments about abolition and legacy using evidence.</li> </ul>	<p><b>Working Conditions</b></p> <ul style="list-style-type: none"> <li>Life in factories and mines.</li> <li>Child labour and health hazards.</li> <li>Early reform movements and legislation.</li> </ul> <p><b>Coal, Iron, and the 'Golden Age'</b></p> <ul style="list-style-type: none"> <li>Importance of coal and iron in powering industry.</li> <li>Economic growth and global influence.</li> <li>Environmental and social consequences.</li> </ul>
<b>Skills</b>	<p>By the end of this unit students will be able to:</p> <p><b>Historical Thinking</b></p> <ul style="list-style-type: none"> <li><b>Chronology:</b> Sequencing events and</li> </ul>	<p>By the end of this unit students will be able to:</p> <p><b>Historical Thinking</b></p> <ul style="list-style-type: none"> <li><b>Causation:</b> Understanding the</li> </ul>	<p>By the end of this unit students will be able to:</p> <p><b>Historical Thinking</b></p> <ul style="list-style-type: none"> <li><b>Causation:</b> Understanding the</li> </ul>	<p>By the end of this unit students will be able to:</p> <p><b>Historical Enquiry</b></p>	<p>By the end of this unit students will be able to:</p> <p><b>Historical Enquiry:</b> Asking valid</p>	<p>By the end of this unit students will be able to:</p> <p><b>Historical Enquiry:</b> Asking questions</p>

	<p>understanding historical context.</p> <ul style="list-style-type: none"> <li>• <b>Causation:</b> Exploring causes of religious reform and political change.</li> <li>• <b>Change and Continuity:</b> Identifying shifts in belief, power, and identity.</li> <li>• <b>Significance:</b> Evaluating the importance of individuals, events, and sources.</li> </ul> <p><b>Source and Interpretation Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Source Analysis:</b> Interpreting visual sources (e.g. the Tournament Roll), written accounts, and historical artefacts.</li> <li>• <b>Evidence Use:</b> Using primary and secondary sources to support arguments.</li> <li>• <b>Interpretation Evaluation:</b> Understanding how and why historians' views change over time.</li> </ul> <p><b>Communication and Reasoning</b></p> <ul style="list-style-type: none"> <li>• <b>Structured Writing:</b> Developing narrative and analytical writing</li> </ul>	<p>causes of religious reform and civil war.</p> <ul style="list-style-type: none"> <li>• <b>Change and Continuity:</b> Identifying shifts in belief, governance, and society.</li> <li>• <b>Significance:</b> Evaluating the importance of events like the Break with Rome and the Civil War.</li> <li>• <b>Interpretation:</b> Engaging with different perspectives on monarchy, religion, and rebellion.</li> </ul> <p><b>Source and Evidence Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Source Analysis:</b> Interpreting royal proclamations, religious texts, and contemporary accounts.</li> <li>• <b>Evidence Use:</b> Using primary and secondary sources to support arguments.</li> <li>• <b>Critical Evaluation:</b> Judging reliability, bias, and context of sources.</li> </ul> <p><b>Communication and Reasoning</b></p>	<p>causes of regicide, restoration, and migration.</p> <ul style="list-style-type: none"> <li>• <b>Change and Continuity:</b> Identifying shifts in political power and social attitudes.</li> <li>• <b>Significance:</b> Evaluating the importance of events like the execution of Charles I and the Restoration.</li> <li>• <b>Interpretation:</b> Engaging with different perspectives on Cromwell and migration.</li> </ul> <p><b>Source and Evidence Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Source Analysis:</b> Interpreting speeches, pamphlets, statues, and contemporary accounts.</li> <li>• <b>Evidence Use:</b> Using primary and secondary sources to support arguments.</li> <li>• <b>Critical Evaluation:</b> Judging reliability, bias, and context of sources.</li> </ul> <p><b>Communication and Reasoning</b></p>	<ul style="list-style-type: none"> <li>• Asking and investigating historically valid questions.</li> <li>• Using sources to build and challenge narratives.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Sequencing events and recognising patterns of change and continuity.</li> <li>• Understanding cause and consequence across time periods.</li> </ul> <p><b>Interpretation and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Analysing different perspectives and interpretations of empire.</li> <li>• Evaluating the reliability and utility of sources.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Structuring written arguments with evidence.</li> <li>• Using historical terminology accurately.</li> </ul>	<p>questions and investigating sources.</p> <p><b>Chronological Understanding:</b> Sequencing events and recognising change over time.</p> <p><b>Source Analysis:</b> Evaluating reliability, utility, and bias.</p> <p><b>Interpretation:</b> Understanding different perspectives and historical debates.</p> <p><b>Empathy &amp; Ethical Reflection:</b> Considering human experiences and moral implications.</p> <p><b>Communication:</b> Writing structured arguments and using historical vocabulary.</p>	<p>and investigating causes and consequences.</p> <p><b>Chronological Understanding:</b> Sequencing events and recognising change over time.</p> <p><b>Source Analysis:</b> Evaluating primary and secondary sources for reliability and bias.</p> <p><b>Interpretation:</b> Understanding different perspectives and historical debates.</p> <p><b>Causal Reasoning:</b> Judging the significance of factors in historical change.</p> <p><b>Communication:</b> Writing structured arguments and using historical terminology.</p> <p><b>Empathy &amp; Ethical Reflection:</b> Considering the human impact of industrialisation.</p>
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	<p>using historical evidence.</p> <ul style="list-style-type: none"> <li>• <b>Discussion and Debate:</b> Articulating viewpoints on contested historical issues.</li> </ul> <p><b>Personal Development and Ethical Reflection</b></p> <ul style="list-style-type: none"> <li>• <b>Empathy:</b> Understanding the perspectives of indigenous peoples and historical figures.</li> <li>• <b>Moral Reasoning:</b> Reflecting on power, belief, and historical justice.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Structured Writing:</b> Developing narrative and analytical writing using historical evidence.</li> <li>• <b>Debate and Discussion:</b> Articulating viewpoints on contested historical issues.</li> </ul> <p><b>Personal Development and Ethical Reflection</b></p> <ul style="list-style-type: none"> <li>• <b>Empathy:</b> Understanding the experiences of religious minorities, reformers, and ordinary people.</li> <li>• <b>Moral Reasoning:</b> Reflecting on justice, authority, and the consequences of conflict.</li> <li>• <b>Citizenship Awareness:</b> Recognising the importance of tolerance, democracy, and civil liberties.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Structured Writing:</b> Developing narrative and analytical writing using historical evidence.</li> <li>• <b>Debate and Discussion:</b> Articulating viewpoints on contested historical issues.</li> </ul> <p><b>Personal Development and Ethical Reflection</b></p> <ul style="list-style-type: none"> <li>• <b>Empathy:</b> Understanding the experiences of migrants, monarchs, and civilians.</li> <li>• <b>Moral Reasoning:</b> Reflecting on justice, leadership, and inclusion.</li> <li>• <b>Citizenship Awareness:</b> Recognising the importance of tolerance, democracy, and historical memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in debate and discussion with respect and reasoning.</li> </ul> <p><b>Empathy and Ethical Reflection</b></p> <ul style="list-style-type: none"> <li>• Considering the experiences of colonised peoples.</li> <li>• Reflecting on moral and ethical dimensions of historical events.</li> </ul>		
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>• Aztec</li> <li>• Empire</li> <li>• Codex</li> <li>• Conquistador</li> <li>• Hernán Cortés</li> <li>• Moctezuma</li> <li>• Indigenous</li> </ul>	<ul style="list-style-type: none"> <li>• Succession</li> <li>• Symbolism</li> <li>• Court culture</li> <li>• Pageantry</li> <li>• Reformation</li> <li>• Protestantism</li> <li>• Catholicism</li> </ul>	<ul style="list-style-type: none"> <li>• Persecution</li> <li>• Civil War</li> <li>• Parliamentarians</li> <li>• Royalists</li> <li>• Charles I</li> <li>• Oliver Cromwell</li> <li>• Divine Right</li> </ul>	<ul style="list-style-type: none"> <li>• Empire</li> <li>• Colonisation</li> <li>• Imperialism</li> <li>• Trade</li> <li>• Naval power</li> <li>• Industrialisation</li> </ul>	<ul style="list-style-type: none"> <li>• Transatlantic slave trade</li> <li>• Abolition</li> <li>• Middle Passage</li> <li>• Plantation</li> <li>• Enslavement</li> </ul>	<ul style="list-style-type: none"> <li>• Industrialisation</li> <li>• Factory system</li> <li>• Urbanisation</li> <li>• Steam engine</li> <li>• Textile industry</li> <li>• Child labour</li> <li>• Working class</li> </ul>

<ul style="list-style-type: none"> <li>• Colonisation</li> <li>• Eurocentrism</li> <li>• Perspective</li> <li>• Primary source</li> <li>• Oral tradition</li> <li>• Historical bias</li> <li>• Tudor</li> <li>• Henry VIII</li> <li>• Tournament</li> <li>• Heraldry</li> <li>• Chivalry</li> <li>• Nobility</li> <li>• Propaganda</li> <li>• Legitimacy</li> <li>• Dynasty</li> <li>• Succession</li> <li>• Symbolism</li> <li>• Court culture</li> <li>• Pageantry</li> <li>• Reformation</li> <li>• Protestantism</li> <li>• Catholicism</li> <li>• Martin Luther</li> <li>• Dissolution of the Monasteries</li> <li>• Religious change</li> <li>• Heresy</li> <li>• Act of Supremacy</li> <li>• Church of England</li> <li>• Papal authority</li> <li>• Doctrine</li> <li>• Persecution</li> </ul>	<ul style="list-style-type: none"> <li>• Martin Luther</li> <li>• Dissolution of the Monasteries</li> <li>• Religious change</li> <li>• Heresy</li> <li>• Act of Supremacy</li> <li>• Church of England</li> <li>• Papal authority</li> <li>• Doctrine</li> <li>• Persecution</li> <li>• Civil War</li> <li>• Parliamentarians</li> <li>• Royalists</li> <li>• Charles I</li> <li>• Oliver Cromwell</li> <li>• Divine Right</li> <li>• Republic</li> <li>• Execution</li> <li>• Commonwealth</li> <li>• Restoration</li> <li>• Political power</li> <li>• Revolution</li> <li>• Monarchy</li> </ul>	<ul style="list-style-type: none"> <li>• Republic</li> <li>• Execution</li> <li>• Commonwealth</li> <li>• Restoration</li> <li>• Political power</li> <li>• Revolution</li> <li>• Monarchy</li> </ul>	<ul style="list-style-type: none"> <li>• East India Company</li> <li>• Globalisation</li> <li>• Exploitation</li> <li>• Missionary</li> <li>• Empire builders</li> <li>• Resistance</li> <li>• Hegemony</li> </ul>	<ul style="list-style-type: none"> <li>• William Wilberforce</li> <li>• Olaudah Equiano</li> <li>• Human rights</li> <li>• Resistance</li> <li>• Emancipation</li> <li>• Legislation</li> <li>• Moral campaign</li> <li>• Economic change</li> </ul>	<ul style="list-style-type: none"> <li>• Innovation</li> <li>• Transport</li> <li>• Pollution</li> <li>• Reform</li> <li>• Mechanisation</li> <li>• Social change</li> </ul>
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