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	**ENQUIRY 1:** Why has it taken so long for the Aztecs' voices to be heard in history? **ENQUIRY 2**: What can the Westminster Tournament Roll tell us about early Tudor England? **ENQUIRY 3**: What was the impact of the Protestant Reformation on Tudor England?	**ENQUIRY 3**: What was the impact of the Protestant Reformation on Tudor England? **ENQUIRY 4:** What was the impact of the Civil War on England?	**ENQUIRY 4**: What was the impact of the Civil War on England?	**ENQUIRY 5**: How did the British Empire become the dominant world superpower by 1914?	**ENQUIRY 6**: Why was the trade of African slaves abolished in the nineteenth century?	**ENQUIRY 7**: What was the impact of the Industrial Revolution on Britain?
Ethos Links	**STEM Connections** • **Historical Artefacts and Technology**: Analysing the production and preservation of sources like the Westminster Tournament Roll. • **Scientific Thought and Religion**: Exploring how religious reform challenged traditional authority and influenced intellectual change. • **Data and Chronology**: Using timelines and demographic data to understand societal shifts during the Reformation. **Sustainability** • Education in technology used in the Aztec Empire	**STEM Connections** • **Architecture and Engineering**: Understanding the impact of the Dissolution on monastic buildings and land use. • **Data and Chronology**: Using timelines and demographic data to track religious and political change. • **Scientific Thought and Religion**: Exploring how reform influenced intellectual and cultural developments. **Sustainability** • Impact of war and conflict on the environment.	**STEM Connections** • **Data and Chronology**: Using timelines and demographic data to track political and social change. • **Historical Artefacts and Preservation**: Exploring how statues, documents, and architecture reflect historical memory and technological preservation. • **Scientific Ethics**: Encouraging reflection on how power and belief systems influence scientific and intellectual freedom. **Sustainability** • Promotes understanding	**STEM** • Navigation, cartography, and shipbuilding technologies. • Industrialisation and its role in empire-building. • Scientific racism and its historical misuse. **Sustainability** • Environmental consequences of imperial resource extraction. • Colonial agricultural practices and land use. • Long-term impact on biodiversity and ecosystems.	**STEM** • Economic systems and trade logistics. • Use of technology in plantation agriculture and shipping. • Data analysis of trade routes and population movements. **Sustainability** • Environmental impact of plantation agriculture. • Long-term consequences of colonial land use and exploitation.	**STEM** • Exploration of technological innovation and engineering. • Understanding the science behind industrial processes. • Data analysis of population growth and urbanisation. **Sustainability** • Environmental impact of industrialisation (pollution, resource depletion). • Long-term consequences

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	and how the great city of Tenochtitlan was built. • Encourages reflection on **cultural sustainability** and the importance of preserving diverse historical narratives.	• Promotes understanding of **social sustainability** through inclusive governance and religious tolerance. • Encourages reflection on the long-term consequences of reform and conflict for society. **Milton Keynes** • **Local history**: Although Milton Keynes itself was not established until the 20th century, the surrounding area (including Newport Pagnell and Stony Stratford) played roles during the English Civil War. Newport Pagnell was a Parliamentarian garrison town, and its fortifications were significant in the regional conflict.	of **social sustainability** through inclusive governance and tolerance. • Encourages reflection on the long-term consequences of civil war and migration.			of coal and iron extraction. • Reflection on sustainable development in modern contexts.
Knowledge	**By the end of this unit students will know and understand:** **The Aztecs** • Who the Aztecs were: society, culture, religion, and empire.	**By the end of this unit students will know and understand:** **The English Reformation** • Religious changes under Henry VIII: from	**By the end of this unit students will know and understand:** **Political and Social Change**	**By the end of this unit students will know and understand:** **Foundations and Expansion of Empire**	**By the end of this unit students will know and understand:** **Pre-Colonial Africa** • Rich cultures, kingdoms, and	**By the end of this unit students will know and understand:** **Britain Before Industrialisation**

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	• Traditional historical interpretations of the Aztecs (e.g. Spanish conquest narratives). • Revisionist approaches: indigenous perspectives and modern reinterpretations. • The challenges of recovering indigenous voices in history. **Early Tudor England** • The priorities and image of King Henry VIII in the early 16th century. • The significance of the Westminster Tournament Roll (1511) as a source. • Insights into Tudor society, hierarchy, and gender roles from visual and written sources. **The English Reformation** • Criticisms of the Catholic Church before the Reformation. • Martin Luther's role in starting the Protestant Reformation. • Henry VIII's struggle for an annulment and the political context. • The Break with Rome in 1534 and its impact on	Catholicism to the Church of England. • The Dissolution of the Monasteries: causes and consequences. • The role of Henry's heirs (Edward VI, Mary I, Elizabeth I) in shaping religious policy. • Migration during the Reformation and England's changing attitudes to outsiders. • The broader impact of the Reformation on English society, culture, and governance. **The English Civil War** • Tensions under Charles I: divine right, taxation, and religious disputes. • Causes of the Civil War in 1642: political, religious, and social factors. • Key battles and their outcomes (e.g. Edgehill, Marston Moor, Naseby). • The consequences of civil war for monarchy, parliament, and the people.	• The trial and execution of Charles I and its significance. • The role and legacy of Oliver Cromwell: Protectorate, policies, and public memory. • The Restoration of the monarchy in 1660 and its causes. • The impact of the Civil War on English society, governance, and identity. • Long-term changes to power structures: monarchy, parliament, and civil liberties. **Migration and Inclusion** • England's evolving relationship with migrants and refugees in the 17th century. • Religious refugees (e.g. Huguenots) and economic migrants. • Attitudes toward outsiders and the development of more inclusive policies.	• Definition and scope of the British Empire. • Motivations for colonisation (economic, strategic, religious). • Case studies: Jamestown, American colonies, India, Africa. **Colonial Rule and Resistance** • British governance and control mechanisms. • Cultural, economic, and political impacts on colonised societies. • Key events: American Revolution (1776), Indian Revolt (1857), Scramble for Africa. **Justifications and Ideologies** • British narratives of empire (civilising mission, racial superiority).	trade networks before European invasion. **Triangular Trade** • Structure and economic motivations behind the transatlantic slave trade. • Roles of Europe, Africa, and the Americas. **Life on Plantations** • Conditions, labour, and treatment of enslaved people. • Cultural survival and adaptation. **Resistance** • Everyday resistance, rebellions, and cultural defiance. • Examples of leadership and agency among enslaved people. **Abolition** • Role of campaigners, economic shifts,	• Rural life, agriculture, and cottage industries. • Social structures and economic systems. **Origins of the Industrial Revolution** • Technological innovations (e.g. spinning jenny, steam engine). • Key inventors and entrepreneurs. • Role of natural resources and geography. **Urbanisation and Factory Growth** • Development of industrial towns and cities. • Migration and population growth. • Infrastructure (canals, railways). **Working Conditions**

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	religion, politics, and society.			• Role of companies like the East India Company. • Propaganda and public opinion in Britain. **Migration and Legacy** • Movement of people within and beyond the empire. • Contributions of empire to modern Britain. • Debates around commemoration and historical memory. **Historical Writing and Interpretation** • Constructing arguments using evidence. • Evaluating interpretations of empire. • Understanding continuity and change over time.	and enslaved people's resistance. • Key figures and movements in Britain and beyond. **Legacy and Memory** • How the slave trade is remembered and commemorated. • Debates around statues, reparations, and historical justice. **Historical Writing** • Constructing arguments about abolition and legacy using evidence.	• Life in factories and mines. • Child labour and health hazards. • Early reform movements and legislation. **Coal, Iron, and the 'Golden Age'** • Importance of coal and iron in powering industry. • Economic growth and global influence. • Environmental and social consequences.
Skills	**By the end of this unit students will be able to:** **Historical Thinking** • **Chronology**: Sequencing events and	**By the end of this unit students will be able to:** **Historical Thinking** • **Causation**: Understanding the	**By the end of this unit students will be able to:** **Historical Thinking** • **Causation**: Understanding the	**By the end of this unit students will be able to:** **Historical Enquiry**	**By the end of this unit students will be able to:** **Historical Enquiry**: Asking valid	**By the end of this unit students will be able to:** **Historical Enquiry**: Asking questions

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	understanding historical context. • **Causation**: Exploring causes of religious reform and political change. • **Change and Continuity**: Identifying shifts in belief, power, and identity. • **Significance**: Evaluating the importance of individuals, events, and sources. **Source and Interpretation Skills** • **Source Analysis**: Interpreting visual sources (e.g. the Tournament Roll), written accounts, and historical artefacts. • **Evidence Use**: Using primary and secondary sources to support arguments. • **Interpretation Evaluation**: Understanding how and why historians' views change over time. **Communication and Reasoning** • **Structured Writing**: Developing narrative and analytical writing	causes of religious reform and civil war. • **Change and Continuity**: Identifying shifts in belief, governance, and society. • **Significance**: Evaluating the importance of events like the Break with Rome and the Civil War. • **Interpretation**: Engaging with different perspectives on monarchy, religion, and rebellion. **Source and Evidence Skills** • **Source Analysis**: Interpreting royal proclamations, religious texts, and contemporary accounts. • **Evidence Use**: Using primary and secondary sources to support arguments. • **Critical Evaluation**: Judging reliability, bias, and context of sources. **Communication and Reasoning**	causes of regicide, restoration, and migration. • **Change and Continuity**: Identifying shifts in political power and social attitudes. • **Significance**: Evaluating the importance of events like the execution of Charles I and the Restoration. • **Interpretation**: Engaging with different perspectives on Cromwell and migration. **Source and Evidence Skills** • **Source Analysis**: Interpreting speeches, pamphlets, statues, and contemporary accounts. • **Evidence Use**: Using primary and secondary sources to support arguments. • **Critical Evaluation**: Judging reliability, bias, and context of sources. **Communication and Reasoning**	• Asking and investigating historically valid questions. • Using sources to build and challenge narratives. **Chronological Understanding** • Sequencing events and recognising patterns of change and continuity. • Understanding cause and consequence across time periods. **Interpretation and Evaluation** • Analysing different perspectives and interpretations of empire. • Evaluating the reliability and utility of sources. **Communication** • Structuring written arguments with evidence. • Using historical terminology accurately.	questions and investigating sources. **Chronological Understanding**: Sequencing events and recognising change over time. **Source Analysis**: Evaluating reliability, utility, and bias. **Interpretation**: Understanding different perspectives and historical debates. **Empathy & Ethical Reflection**: Considering human experiences and moral implications. **Communication**: Writing structured arguments and using historical vocabulary.	and investigating causes and consequences. **Chronological Understanding**: Sequencing events and recognising change over time. **Source Analysis**: Evaluating primary and secondary sources for reliability and bias. **Interpretation**: Understanding different perspectives and historical debates. **Causal Reasoning**: Judging the significance of factors in historical change. **Communication**: Writing structured arguments and using historical terminology. **Empathy & Ethical Reflection**: Considering the human impact of industrialisation.

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	using historical evidence. • **Discussion and Debate**: Articulating viewpoints on contested historical issues. **Personal Development and Ethical Reflection** • **Empathy**: Understanding the perspectives of indigenous peoples and historical figures. • **Moral Reasoning**: Reflecting on power, belief, and historical justice.	• **Structured Writing**: Developing narrative and analytical writing using historical evidence. • **Debate and Discussion**: Articulating viewpoints on contested historical issues. **Personal Development and Ethical Reflection** • **Empathy**: Understanding the experiences of religious minorities, reformers, and ordinary people. • **Moral Reasoning**: Reflecting on justice, authority, and the consequences of conflict. • **Citizenship Awareness**: Recognising the importance of tolerance, democracy, and civil liberties.	• **Structured Writing**: Developing narrative and analytical writing using historical evidence. • **Debate and Discussion**: Articulating viewpoints on contested historical issues. **Personal Development and Ethical Reflection** • **Empathy**: Understanding the experiences of migrants, monarchs, and civilians. • **Moral Reasoning**: Reflecting on justice, leadership, and inclusion. • **Citizenship Awareness**: Recognising the importance of tolerance, democracy, and historical memory.	• Engaging in debate and discussion with respect and reasoning. **Empathy and Ethical Reflection** • Considering the experiences of colonised peoples. • Reflecting on moral and ethical dimensions of historical events.		
Key Vocabulary	• Aztec • Empire • Codex • Conquistador • Hernán Cortés • Moctezuma • Indigenous	• Succession • Symbolism • Court culture • Pageantry • Reformation • Protestantism • Catholicism	• Persecution • Civil War • Parliamentarians • Royalists • Charles I • Oliver Cromwell • Divine Right	• Empire • Colonisation • Imperialism • Trade • Naval power • Industrialisation	• Transatlantic slave trade • Abolition • Middle Passage • Plantation • Enslavement	• Industrialisation • Factory system • Urbanisation • Steam engine • Textile industry • Child labour • Working class

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	• Colonisation • Eurocentrism • Perspective • Primary source • Oral tradition • Historical bias • Tudor • Henry VIII • Tournament • Heraldry • Chivalry • Nobility • Propaganda • Legitimacy • Dynasty • Succession • Symbolism • Court culture • Pageantry • Reformation • Protestantism • Catholicism • Martin Luther • Dissolution of the Monasteries • Religious change • Heresy • Act of Supremacy • Church of England • Papal authority • Doctrine • Persecution	• Martin Luther • Dissolution of the Monasteries • Religious change • Heresy • Act of Supremacy • Church of England • Papal authority • Doctrine • Persecution • Civil War • Parliamentarians • Royalists • Charles I • Oliver Cromwell • Divine Right • Republic • Execution • Commonwealth • Restoration • Political power • Revolution • Monarchy	• Republic • Execution • Commonwealth • Restoration • Political power • Revolution • Monarchy	• East India Company • Globalisation • Exploitation • Missionary • Empire builders • Resistance • Hegemony	• William Wilberforce • Olaudah Equiano • Human rights • Resistance • Emancipation • Legislation • Moral campaign • Economic change	• Innovation • Transport • Pollution • Reform • Mechanisation • Social change
SMSC (Social,	**Respect, Responsibility, and Resilience**	**Respect, Responsibility, and Resilience**	**Respect, Responsibility, and Resilience**	**Diversity, Equity & Inclusion**	**Diversity**	**British Values** • Rule of Law: Factory Acts

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Moral, Spiritual, Cultural)	• **Respect**: Encourages appreciation of diverse cultures and historical perspectives, especially indigenous voices and religious beliefs. • **Responsibility**: Promotes reflection on how power and belief systems shape societies and the importance of historical interpretation. • **Resilience**: Highlights the endurance of communities through conquest, reform, and cultural change. • Promotes **global citizenship** by exploring how colonialism and religious reform shaped global identities and relationships. • Supports understanding of **ethical history** and the need to include marginalised voices	• **Respect**: Encourages understanding of diverse religious beliefs and historical perspectives. • **Responsibility**: Promotes reflection on leadership, reform, and civic duty. • **Resilience**: Highlights the endurance of communities through upheaval and change.	• **Respect**: Encourages understanding of diverse political and social perspectives, including contested legacies like Cromwell's. • **Responsibility**: Promotes reflection on leadership, justice, and the role of individuals in shaping society. • **Resilience**: Highlights the endurance of communities through civil conflict, regime change, and migration. • Supports **global citizenship** by exploring how England's evolving attitudes toward migrants shaped its identity and international relationships.	• Exploration of racial hierarchies and resistance. • Understanding the experiences of colonised peoples. • Challenging Eurocentric narratives and promoting global perspectives. **British Values** • Democracy: contrasting imperial governance with democratic ideals. • Rule of Law: examining legal systems imposed by empire. • Mutual Respect & Tolerance: engaging with diverse cultures and histories. **Global Citizenship** • Encouraging awareness of global interdependence. • Understanding historical roots of modern	Challenging racist ideologies and historical injustices. • Celebrating African heritage and resistance. • Promoting inclusive historical narratives. **British Values** • Rule of Law: Legal frameworks of slavery and abolition. • Individual Liberty: Struggles for freedom and human rights. • Mutual Respect & Tolerance: Understanding diverse cultures and histories. **Global Citizenship** • Exploring interconnected histories across continents. • Reflecting on modern implications of historical injustice.	and labour reforms. • Individual Liberty: Workers' rights and social mobility. • Mutual Respect: Understanding diverse experiences in industrial Britain. **Global Citizenship** • Britain's industrial influence on global trade and empire. • Ethical reflection on exploitation and inequality.

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				international relations. • Promoting ethical reflection on Britain's role in the world. • Moral dilemmas of empire and colonisation. • Social consequences of migration and cultural exchange. • Cultural legacy of empire in modern Britain.	• Encouraging ethical engagement with global issues.	
Assessment	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge. Students will also complete an assessment on their lessons before the half-term is over.	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge.	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge. Students will also take an assessment at the beginning of the half-term. They will receive feedback and complete a DIRT task based on the feedback.	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge.	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge.	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge.