Year 8 History Autumn Term

Intent

Wider Learning:
- In the autumn term, students will compare the Tudor monarchs approach to governance and religion. This will prepare them for their future study of the Stuarts.
- Students will also evaluate evidence of the Slave Trade to make conclusions about the appalling suffering of those involved over the period 1500-1800.

Key vocab:

1.	Great Matter	9.	Triangular Trade
2.	Catholicism	10.	Auction
3.	Monasteries	11.	Resistance
4.	Dissolution	12.	Underground Railroad
5.	Tudor Rose	13.	Account
6.	Middle Way	14.	Middle Passage
7.	Heretic	15.	Slave
8.	Protestantism	16.	Overseer

The big questions
1. How did Henry VII secure his power?
2. What was Henry VIII's great matter and how did it change England?
3. How did Mary I reverse England's course?
4. Why is Elizabeth I revered as the Good Queen Bess?
5. What is slavery and why did it happen?
6. How did slavery operate?
7. What were the experiences of slavery during the Middle Passage and on plantations?
8. What are the legacies of slavery today?

Implement

Order of learning
- Henry VII and securing his power
- Henry VIII and the Church of England
- Edward and Mary, pushing on and changing tack
- Elizabeth I and the Middle Way

- Slavery and how it operated
- Middle Passage, Auction and Plantation Life
- Experiences of slavery by accounts from people like Equiano
- Legacies of Slavery

Differentiation

Scaffold:
- Sentence Starters
- Use of integrated images for dual coding
- Use of Chromebooks for assessments and for extended writing for students who find it necessary
- Knowledge Banks

Stretch:
- Extended writing opportunities
- Live-marking – prompting opportunities
- Stretch tasks explicitly labelled throughout booklets

Impact

Assessment and homework
- Assessments completed in a mixed constitution format:
  Gap Fill > Knowledge Quiz (Quizzizz) > Written Task based around historical concept that has been explicitly taught.
- Homework based around knowledge banks: Key People, Key Dates and Key Terms to ensure understanding of core knowledge. This is tested on Quizzizz.
- Feed Forward Targets set by students to ensure self-reflection and metacognitive response in future assessments.

Feedback

Whole Class Feedback
Use of visualiser to show strong responses
Students complete 're-apply' task to ensure feedback is acted upon